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INSULAR LANGUAGE SERIES

ELEMENTARY
ENGLISH GRAMMAR
AND
COMPOSITION

BY

DAVID GIBBS

**FORMERLY DIVISION SUPERINTENDENT OF PUBLIC
INSTRUCTION, PHILIPPINE ISLANDS**



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**ELEMENT. ENG. GRAM.
W. P. 7**

PREFACE

THIS book has been prepared for the use of Filipino students in the intermediate schools for the study and practice of the general principles of English Grammar and Composition.

To the Filipino student, English is a foreign language. English Grammar must, therefore, be taught to him as a foreign language, as well as with a full recognition in details of his own special difficulties in learning that language. This book has been carefully planned and worked out to meet these requirements, and at the same time to fit into its proper place in the established educational system.

The method is generally inductive, but often deductive. There is a minimum amount of exposition and work for the teacher, with a maximum amount of illustration and work for the pupil. The emphasis is upon *use*. Only one thing at a time is presented, and this is clearly and simply stated, well illustrated, and thoroughly and variously applied. The logical as well as the psychological order is followed in general and in detail. Topics which present most difficulty receive special treatment according to their importance.

This book presents a study of the parts of speech, their relations and uses in the sentence, their general inflections, and the elements of the sentence. Sentence structure and analysis are taught gradually in relation to the parts of speech and their uses in the sentence.

Each important topic in Grammar is followed by exercises in Composition, in application of the more important topics or of those more difficult for the Filipino student. Letter writing and the general elements of the various forms of composition are also developed with models, conversation, and outlines.

The author has had the assistance of a number of American teachers and Filipino teachers and students, and is especially indebted to Miss Charlotte Neale of the Manila High School for outlines and many suggestions.

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ELEMENTARY ENGLISH GRAMMAR AND COMPOSITION

STATEMENTS

1. *Copy the following groups of words:—*

1. The earth is round.
2. The sun is much larger than the earth.
3. The earth is larger than the moon.
4. The sun gives light and heat to the earth.
5. The moon reflects the light of the sun.

Each of these groups of words tells or states something, and is called a **Statement**.

With what kind of letter does each statement begin? What mark is placed at the end of each statement?

The first word of a statement should begin with a capital letter.

A period should be placed at the end of a statement.

2. *Write statements about these things:—*

- | | |
|-------------------------|---------------------------|
| 1. A heron | 5. My father |
| 2. My pencil | 6. My home |
| 3. Frogs | 7. Mangoes |
| 4. The bamboo | 8. The cocoanut |

3. *Write statements, telling—*

1. What you have done in school to-day.
2. How to make a kite.

QUESTIONS

4. *Copy the following questions:—*

1. How many wings has a butterfly?
2. Is the butterfly an insect?
3. Have you ever seen a caterpillar?
4. Do caterpillars change into butterflies?
5. What do butterflies eat?

With what kind of letter does each question begin?
What mark is placed at the end of each question?

The first word of a question should begin with a capital letter.

A question mark should be placed at the end of a question.

5. *Write questions about these things:—*

- | | |
|------------------|-----------------------|
| 1. The white ant | 5. Salt |
| 2. The Negritos | 6. The volcano Mayón |
| 3. Sugar cane | 7. Cebú |
| 4. Tobacco | 8. The praying mantis |

6. *Write statements in answer to these questions:—*

1. Which island is the largest in the Philippines?
2. On what island is the city of Iloilo?
3. On what island do you live?
4. What is the largest city on this island?
5. What city is the capital of the Philippines?
6. In what province do you live?

COMMANDS AND REQUESTS

7. *Copy these commands and requests:—*

1. Please show me your new pencil.
2. Please let me read from your book.

3. Go to your seat and learn your lesson.
4. Do not forget to write well.
5. Always do your best.

With what kind of letter does each of these commands and requests begin? With what mark does each end?

The first word of a command should begin with a capital letter.

A period should be placed at the end of a command or a request.

8. *Write requests—*

- | | |
|-------------------------|------------------------|
| 1. For a book | 4. To see a book |
| 2. For a drink of water | 5. To go home |
| 3. For a ride in a boat | 6. To go to the market |

9. *Write a request or a command to—*

- | | | |
|-----------|------------|-----------------|
| 1. A boy | 3. A dog | 5. Your teacher |
| 2. A girl | 4. A horse | 6. A friend |

SENTENCES

10. Statements, questions, commands and requests are called **Sentences**.

Copy these sentences:—

1. Legaspi was the first Spanish governor of the Philippines.
2. When did he arrive at Manila?
3. What was the name of his grandson?
4. Salcedo founded the city of Vigan in 1572.
5. Please tell me who Limahong was.
6. Draw a map of the island of Luzón.

Which of these sentences are statements? Which are questions? Which are commands or requests?

Each of these sentences expresses a thought. The following groups of words do not completely express thoughts. They are not sentences.

In the cocoanut tree

Fell into the muddy water

Helping his mother

On the top of the house

We may add words to each one of these groups so as to complete the expression of thought. Each group is now a sentence.

The bird is in the cocoanut tree.

Juan is helping his mother.

My hat fell into the muddy water.

A dove was sitting on the top of the house.

A Sentence is the complete expression of a thought in words.

11. Tell which of the following groups of words are sentences:—

- | | |
|---------------------------|---------------------------|
| 1. Birds and bats fly. | 9. On the island of Panay |
| 2. Full of rice | 10. Always do right. |
| 3. Give me a pen. | 11. The mango is ripe. |
| 4. Are you well? | 12. Where is Cuyo? |
| 5. With his bare feet | 13. Made of bamboo |
| 6. Mother is not at home. | 14. Please get a pencil. |
| 7. Going to the market | 15. Far from the land |
| 8. May I go with you? | 16. Is made of hemp |

12. Add words to the following groups so as to make sentences. Then write the sentences.

- | | |
|-------------------|----------------------------|
| 1. In a banca | 3. The book on the desk |
| 2. With me to-day | 4. The old man with a cane |

- | | |
|------------------------|----------------------|
| 5. Asleep under a tree | 8. Writing a letter |
| 6. Is a large city | 9. Has four wings |
| 7. Where can I | 10. On the buri palm |

KINDS OF SENTENCES

13. *Read these sentences:—*

- | | |
|----------------------------|----------------------------------|
| 1. Mosquitoes are insects. | 5. The lemur has no wings. |
| 3. Please get a book. | 6. Do you like taro? |
| 3. Will you read to me? | 7. Tell me where it grows. |
| 4. What are you reading? | 8. Please cook some taro for me. |

Which of these sentences are statements? Which are commands or requests? Which are questions?

A sentence that states or declares something is called a *Declarative Sentence*.

A sentence that demands or requests something is called an *Imperative Sentence*.

A sentence that asks a question is called an *Interrogative Sentence*.

14. *Write—*

1. Five declarative sentences.
2. Five imperative sentences.
3. Five interrogative sentences.

COMPOSITION

15. *Write sentences in answer to these questions:—*

1. What is the equator?
2. In what month were you born?
3. What is an island?
4. Who is the governor of your province?
5. Which is the largest city in China?

16. *Write questions of which these statements are the answers :—*

1. Plants live on mineral foods.
2. On the large roots of plants there are many roots as small and short as fine hairs. They are called root-hairs.
3. The root-hairs absorb the minerals with water from the soil.
4. This water passes through the larger roots and the stem of the plant up to the leaves.
5. In the leaves the minerals are changed into starch and sugar.

17. *Write sentences, telling—*

1. What you do in school.
2. What you do at your home.

18. *Read this story:—*

A FAITHFUL DOG

Nero was a large, black dog. He was intelligent and obedient. His master was an Englishman.

One day the Englishman was riding with some friends. He wished to show them what a clever dog Nero was. He took a peso from his pocket and marked it. Then he showed it to the dog and put it under a stone by the side of the road. After they had gone three kilometers, he told Nero to go back and get the peso. The gentleman and his friends were disappointed because Nero did not return.

Nero tried to obey his master. He found the stone, but he could not move it. It was too heavy. Then he stood and barked at it. In a short time a man came along the road. He thought there must be some animal under the

stone. He turned it over. He put the peso into his pocket and rode away.

Nero followed the man to his home. He stayed near the house until night. Then he went to the room where the man was sleeping. He found the trousers containing the peso. He ran home with them to his master.

What is the name or title of the story? Into how many parts is the story divided? The parts of stories or compositions are called **Paragraphs**.

What does the first paragraph tell? The second? The third? The fourth?

19. *Tell the story from memory.*

20. *Use in sentences these words:—*

- | | | |
|----------------|-----------------|---------------|
| 1. intelligent | 3. clever | 5. containing |
| 2. obedient | 4. disappointed | 6. because |

21. **Directions for writing a composition:—**

1. **Title.** Write the title of the composition in the center of the paper about five centimeters below the top.

2. **Margins.** Leave a margin of four centimeters on the left-hand side of the paper, and one of three centimeters on the right-hand side and at the bottom. Keep the margins straight.

3. **Paragraphs.** Begin the first word of each paragraph about three centimeters to the right of the left-hand margin.

Begin the first paragraph on the second line below the title.

4. Leave more space between sentences than between words. Write neatly. Spell correctly.

5. Write your name on the line below the end of the composition on the right-hand side.

6. On the left-hand side, write the name of the school, the class and the date.

22. *Write from memory the above story. Be careful to follow the directions for writing a composition.*

23. *Write a short composition containing four paragraphs about Corn. Tell—*

1. What corn is and what it looks like.
2. When and how it is planted.
3. When it ripens and how it is gathered.
4. For what it is useful.

NOUNS

24. *Copy these names of persons, places and things:—*

Felipe	Pablo Teopaco	mountain	ocean
Manila	Ana Torres Campa	chair	river
Pampanga	Mindanao	banca	horse

The names of persons, places and things are called **Nouns**.

A Noun is a word used as a name.

25. *Tell which of the words in the following sentences are nouns:—*

1. Moros live on the island of Joló.
2. The rubber tree is found in the forests of Mindanao.
3. Jusi is made of hemp and silk.
4. Piña is made of the fibers of the leaves of the pineapple.
5. Marble is found on the island of Romblón.
6. The Manguianes live on Mindoro.

26. Copy these sentences. Write a noun in place of each blank:—

1. Manuel and found a in the tree.
2. The heron eats and
3. A boy went to the to buy a new
4. He spent all his for and
5. Vigan and are two cities on the of
6. My and my are at my
7. San Bernardino is between and
8. The of the is in
9. The American has thirteen and forty-eight

27. Write sentences, using these words as nouns:—

- | | | | |
|-----------|--------------|-----------|--------------|
| 1. rain | 4. church | 7. clock | 10. Mindoro |
| 2. river | 5. market | 8. home | 11. Chinese |
| 3. street | 6. China Sea | 9. mother | 12. Negritos |

PROPER NOUNS

28. Copy these names:—

Cebú	Negroes	José Rizal	Andrew
San Juan	America	Monday	Marta

These nouns are the names of certain persons, places and things. They are called **Proper Nouns**.

A Proper Noun is the name of a particular person, place or thing.

Proper nouns begin with capital letters.

29. Write the names of:—

- | | | |
|---------------|-----------------|-------------------|
| 1. Five boys | 3. Five cities | 5. Five countries |
| 2. Five girls | 4. Five islands | 6. Five rivers |

COMMON NOUNS

30. *Read these sentences:—*

1. Paper and silk are made in China.
2. Much hemp is raised in Albay and Leyte.
3. On Monday Anda lost his knife in the river.
4. Salt is obtained in Cavite by evaporating sea water.

In these sentences, what words are proper nouns ?
Which nouns are not proper nouns ?

The nouns *paper, silk, hemp, knife, river, salt and water* are the names of classes of things. They are called **Common Nouns**.

A **Common Noun** is the name of a class of persons, places or things.

Tell the common nouns in the story in Exercise 18.

31. *Write the names of—*

- | | |
|-----------------------------|-----------------------------|
| 1. Five animals | 4. Five things that you eat |
| 2. Five things made of wood | 5. Five kinds of birds |
| 3. Five things made of iron | 6. Five kinds of trees |

COMPOSITION

32. **Titles.** *Copy these titles of persons:—*

Mister	Miss	Captain	Lieutenant
Mistress	Major	Colonel	Superintendent
Doctor	Governor	Secretary	Bishop
Professor	President	Reverend	Archbishop

With what kind of letter does each of these titles begin ?

33. *Copy these titles of books, stories, poems and compositions:—*

The Hare and the Tortoise
The King of the Golden River
A Short History of the United States
The Pied Piper of Hamelin
How to Make a Kite

The first word and each important word in the titles of books, stories, poems and compositions should begin with a capital letter.

34. *Write the titles of five stories that you have read and of five poems that you have learned.*

35. Poetry. *Copy and learn this poem:—*

A CHILD'S PRAYER

God make my life a little light,
Within the world to glow —
A tiny flame that burneth bright,
Wherever I may go.

God make my life a little flower,
That bringeth joy to all,
Content to bloom in native bower,
Although its place be small.

God make my life a little song,
That comforteth the sad,
And helpeth others to be strong,
And makes the singer glad.

This poem has three parts. Each part is called a **Stanza**. Each stanza has four lines. Each line begins with a capital letter.

36. Use these words in sentences:—

- | | | | |
|---------|-------------|------------|-------------|
| 1. glow | 3. wherever | 5. bower | 7. although |
| 2. tiny | 4. content | 6. comfort | 8. flame |

37. Write a short poem that you have learned.

Does each line begin with a capital letter?

38. Learn these rules for the use of capital letters:—

Begin with a capital letter —

1. The first word of a sentence.
2. The names of persons, places, countries and peoples.
3. The names of the days of the week and the months of the year.

4. The names of God: *Our Father, Jehovah, Father in Heaven, The Holy One, Lord, God.*

5. The titles of persons.

6. The first word and each important word in the titles of books, stories, poems and compositions.

The word "I" is always written with a capital letter.

39. Tell why each capital letter in these sentences is used:—

1. President Taft of the United States was once Governor Taft of the Philippine Islands.

2. Christopher Columbus sailed from Palos in Spain. The *Niña*, one of his ships, was repaired at the Canary Islands. He reached the Bahama Islands on Friday morning, October 12, 1492.

3. Now I lay me down to sleep,
 I pray the Lord my soul to keep:
 If I should die before I wake,
 I pray the Lord my soul to take.

4. From Shanghai our ship, which was *The Empress of India*, sailed across the Yellow Sea to Nagasaki. Here Japanese men, women and children put coal into the ship. From Nagasaki we sailed through the beautiful Inland Sea to Yokohama.

40. Conversation. *Talk with your teacher and classmates about your Home, using the following outline:—*

- I. Where it is. — In what town? What province?
On what island? On what street? By a road?
In a garden? Near a river, or rice fields or mountains?
- II. Kind of house. — Made of bamboo? Wood?
Stone? Nipa? Grass? On posts? On a stone wall?
- III. Size of house. — How many rooms? How arranged?
- IV. Who live in your home, and what they do.
- V. What you do at home each day.

41. *Write a composition in five paragraphs, having the title **My Home**. Use the above outline. Before writing, read the rules under Exercise 21.*

Give a reason for each capital letter that you have used in your composition.

Tell the kinds of nouns that you have used in your composition.

THE NUMBER OF NOUNS

42. *Copy these nouns:—*

bamboo	boy	pencil	monkey
bamboos	boys	pencils	monkeys

The nouns *bamboo*, *boy*, *pencil* and *monkey* mean only a single person or thing. They are in the **Singular Number**.

A noun is in the singular number when it means only one person, place or thing.

The nouns *bamboos*, *boys*, *pencils* and *monkeys* are in the **Plural Number**. They mean more than a single person or thing.

A noun is in the plural number when it means more than one person, place or thing.

The letter *s* is usually added to singular nouns to form nouns in the plural number: boy, boys, hand, hands, pen, pens, top, tops.

43. *Copy these singular nouns. Add "s" to each to form the plural number.*

tailor	peso	plate	feather	turtle
cent	finger	spoon	eagle	dove
needle	desk	room	square	coat

44. *Copy these singular nouns. Add "es" to each to form the plural number.*

dish	watch	ditch	box	wish
dress	bush	fish	brush	inch
negro	potato	buffalo	kiss	class

45. *Copy and learn to spell these singular and plural nouns.*

SINGULAR	PLURAL	SINGULAR	PLURAL	SINGULAR	PLURAL
leaf	leaves	knife	knives	wife	wives
calf	calves	life	lives	elf	elves
half	halves	thief	thieves	shelf	shelves

46. *Copy and learn to spell these singular and plural nouns.*

SINGULAR	PLURAL	SINGULAR	PLURAL	SINGULAR	PLURAL
city	cities	fly	flies	lady	ladies
baby	babies	spy	spies	lily	lilies
story	stories	berry	berries	pony	ponies
fairy	fairies	twenty	twenties	glory	glories

47. *Copy and learn to spell these singular and plural nouns.*

SINGULAR	PLURAL	SINGULAR	PLURAL	SINGULAR	PLURAL
man	men	tooth	teeth	louse	lice
woman	women	foot	feet	mouse	mice
child	children	goose	geese	ox	oxen

48. *Write the plural form of each of these nouns.*

book	ox	fly	pony	woman
baby	man	fish	school	inch
egg	wife	calf	class	child
potato	desk	lady	mouse	foot

COMPOSITION

49. Syllabication. In speaking, we divide words into parts called **Syllables**. Each syllable has a separate sound.

Pronounce these words slowly. Tell how many syllables each word has.

sentences	unhappy	imperfect
arithmetic	forgetfulness	geography

In writing, we do not usually divide words into syllables. But often there is not room at the end of a line for all of the last word. Then the word is

divided and one or more syllables are placed at the beginning of the next line. A hyphen (-) is put after the syllable at the end of the line to show that the word has been divided.

50. *Find in this book ten words that have been divided at the ends of lines.*

51. **Directions for dividing words into syllables at the ends of lines :—**

1. Do not divide words of only one syllable.

2. Divide words of more than one syllable between the syllables.

3. Divide words having double consonants between the consonants: *omis-sion, hot-ter, writ-ten, com-mand.*

In words like *call, tall, small, fall, smell*, that end in double l, the l's are not divided when the words are made longer by adding one or more syllables: *small-est, smell-ing, fall-ing, tall-er.*

4. Do not divide words so that there is a syllable of only one letter remaining on the line: *avail-able* (not *a-vailable*), *amount-ed* (not *a-mounted*), *over-take* (not *o-vertake*).

Words like *away, over, among, about*, should not be divided.

52. *Copy these words, dividing them into syllables as you would at the ends of lines:—*

animal	hotter	Wednesday	following
banana	grammar	rapidly	taller
broken	remaining	divided	smaller
yesterday	letter	syllable	better
correctly	fiber	capable	doubled

53. Read these sentences:—**THE INDIANS**

The Indians were the natives of the United States. Their skins were red and their hair was long and black.

Their clothing was made of the skins of animals, of leather and of coarse cloth. They also carried blankets made of wool. They often wore feathers in their hair. Sometimes they painted their faces and bodies.

They lived in tents made of poles covered with the skins of animals. These tents were called wigwams. A wigwam was shaped like a cone. In the winter a fire was built in the center of the wigwam. The smoke went out through a hole at the top. The people sat around the fire.

The women did the work. They planted the corn. They gathered the wild berries, seeds and roots. They made jars of clay. They wove the blankets and built the tents.

The men hunted for deer, buffaloes, bears and other animals, and they went to war.

Make lists of the singular nouns and of the plural nouns in these sentences.

Into how many paragraphs are the sentences divided? What is the first paragraph about? What is spoken of especially in the second paragraph? In the third? The fourth? The fifth?

Each paragraph in a composition should be about one topic only. All the sentences in the paragraph should tell about this one topic.

54. Write down and number the topic of each paragraph in the sentences about *The Indians*, as in the outline in Exercise 56.

55. Write from memory a composition about *The Indians*, using the outline you have just made.

56. Write a composition about *The Negritos*. Use this outline:—

- I. Who they are.
- II. Their appearance. — How they are dressed.
- III. Their homes.
- IV. Their food and how they get it.
- V. What they do.

Remember the directions in Exercises 21 and 51.

57. Read the compositions that you have written about *The Indians* and *The Negritos*. What words did you divide at the ends of the lines?

PRONOUNS

58. Read these sentences:—

1. Emilio said that Emilio had learned Emilio's lesson.
2. Emilio said that *he* had learned *his* lesson.
3. Leon and Frank did not take Leon's and Frank's hats with Leon and Frank.
4. Leon and Frank did not take *their* hats with *them*.

In the second sentence, what word is used instead of the name *Emilio*? What word is used instead of the word *Emilio's*?

In the fourth sentence, what word is used instead of the nouns *Leon's* and *Frank's*? What word is used instead of the names *Leon* and *Frank*?

These words — *he, his, their* and *them* — are used instead of names or nouns. They are called **Pronouns**.

A Pronoun is a word used instead of a noun.

59. Copy and learn these pronouns:—

I	he	she	we	you	they
my	his	her	our	your	their
me	him	it	us	its	them

60. Read these sentences. Tell which of the words are pronouns:—

1. I saw Juan. He saw me. He gave his top to me.
2. Maria saw us. We spoke to her. She is my sister.
3. We saw the boys. I know them. We play with them.
4. They saw us. They have our kites. We have their books.
5. My father gave me a horse. I love my horse. Its name is Leon. He likes to carry me on his back.
6. Lorenzo and I will ride in our banca. Will you go with us?
7. Sofia and Rosa are studying their lessons. They are in the house. Tell them to come to dinner.
8. I know them. I know her. He knows it. We saw him. He saw us.

61. Copy the following sentences. Use pronouns instead of the nouns that are underlined:—

1. The boys like to fly the boys' kites.
2. Martin learned Martin's lesson before Martin came to school.
3. Marta and Ines have read Marta's and Ines's books.
4. Pedro and José are happy because Pedro and José are good boys.

5. The hornbill makes the hornbill's nest in a hollow tree.
6. Lorenzo's father asked Lorenzo to study Lorenzo's lessons.
7. The girls brought the girls' fans with the girls.

62. *Copy these sentences, writing a pronoun in place of each blank :—*

1. Felipe found ball under kite.
2. I am reading book. . . . teacher gave to
3. Andrea has learned lesson. . . . likes to read and write.
4. Did find pens? Where were ?
5. José and I like teacher. . . . study history and geography.
6. The bird had two eggs in nest. . . . was not on nest.
7. Do you know ? When did see ?
8. Is this book? Where did find ?
9. The boys have kites. . . . have learned lessons. Leonardo is playing with
10. brother is older than am.

COMPOSITION

63. Abbreviations. In writing, we sometimes use only a part of a word instead of all of it. These shortened words are called **Abbreviations**.

Jan. *is the abbreviation of January.*

P.I. *is the abbreviation of Philippine Islands.*

m. *is the abbreviation of meter.*

Copy these abbreviations of the names of the months:—

Jan.	Mar.	Sept.	Nov.
Feb.	Apr.	Oct.	Dec.

What mark is placed after each abbreviation?

A period should be placed after each abbreviation.

64. *Copy the abbreviations for the following names:—*

Wm., <i>William</i>	N.A., <i>North America</i>
Geo., <i>George</i>	Gen., <i>General</i>
U.S., <i>United States</i>	Mass., <i>Massachusetts</i>

Abbreviations for the names of persons, countries and titles begin with capital letters.

65. *Copy and learn these abbreviations:—*

<i>Mr.</i> , Mister	<i>Maj.</i> , Major
<i>Messrs.</i> , Gentlemen	<i>Capt.</i> , Captain
<i>Mrs.</i> , Mistress	<i>Lieut.</i> , Lieutenant
<i>Mme.</i> , Madame	<i>Atty.</i> , Attorney
<i>Sr.</i> , Senior	<i>P.M.</i> , Postmaster
<i>Jr.</i> , Junior	<i>Supt.</i> , Superintendent
<i>Hon.</i> , Honorable	<i>Dr.</i> , Doctor
<i>Rev.</i> , Reverend	<i>Sec.</i> , Secretary
<i>Prof.</i> , Professor	<i>yr.</i> , year
<i>Pres.</i> , President	<i>acct.</i> , account
<i>Gov.</i> , Governor	<i>bal.</i> , balance
<i>Co.</i> , Company	@, at
<i>C. O. D.</i> , cash on delivery	¢, cent
<i>Cr.</i> , creditor or credit	<i>per cent.</i> , by the hundred
<i>Dr.</i> , debtor or debit	<i>Is.</i> , <i>Isl.</i> , <i>I.</i> , island
<i>doz.</i> , dozen	<i>do.</i> (ditto), the same
<i>ea.</i> , each	<i>m.</i> , meter
<i>rec'd.</i> , received	<i>lb.</i> , pound

Prov., province*g.*, gram*Mt.*, mount or mountain *etc.*, and others, and so*St.*, Saint or street

forth.

R.R., railroad*p.*, page; *pp.*, pages

66. Conversation. *Tell about the games that you have played during the past week.*

What were the games? Where were they played?
With whom did you play?

What game do you like best? Why do you like it?
How is it played?

Make a list of twenty nouns that you have used in talking about games.

67. *Write a composition of three paragraphs about a game that you like to play. Tell—*

I. What the game is. Where you play it.

II. How the game is played.

III. Why you like to play it.

Tell the pronouns that you have used in your composition.

68. Quotations. *Read this story:—*

SAVED BY A SPIDER

A prince had been defeated in battle. He fled alone to a forest. In the woods he found a cave and hid himself in it. In the night a spider wove a web across the mouth of the cave.

In the morning two soldiers came into the forest to search for the prince. They saw the cave where he was hiding.

One soldier said, "I think that he is in this cave."

"He cannot be in there," replied the other soldier. "See this web across the mouth of the cave. If he had gone in, he would have broken the web."

Then the soldiers went on. They did not look into the cave. The prince was saved from death by a spider.

In this story, what does the first paragraph tell? What did the first soldier say? What were the exact words that the second soldier said?

When we say or write the exact words that some one has said or written, we make a **Quotation**.

These marks (" ") are called **Quotation Marks**. The marks ("") are placed at the beginning, and the marks (") at the end of a quotation to show that the words between them are the words that were spoken or written.

When the quotation is divided into two parts by other words, the quotation marks are placed at the beginning and the end of each part.

In the sentence that contains the first quotation, a **comma** is placed after *said*. In the second sentence, what mark separates the quotation from the remainder of the sentence? With what kind of letter does each quotation begin?

A short quotation is separated from the remainder of a sentence by a comma or by commas.

The first word of a quotation should begin with a capital letter.

Copy from the above story the sentences containing quotations.

69. *Write the story from memory. Make use of these words:—*

defeated	wove	replied	saved
fled	search	think	death

70. *Copy the following story. Give reasons for the use of quotation marks, capital letters and commas.*

THE FROG AND THE OX

An ox was feeding near a pond in a meadow. He almost put his foot on a company of little frogs. This frightened them nearly to death.

One of the little frogs hopped home to his mother.

"We were sitting near the pond in the meadow," he told her, "when a great beast came along. He was very big. He almost stepped on us."

The mother frog said, "How big was he? Was he as big as I am?"

The little frog replied, "Much bigger."

Then the old frog puffed herself out and asked, "Was the beast as big as this?"

"Very much larger," said the little frog.

The foolish old frog tried again to make herself as big as the ox. She tried so hard that this time she burst.

71. *Copy these sentences:—*

1. "Was he as big as this?" said the mother frog.

2. "Are you trying to be as large as an ox?" said the little frog.

When the quotation ends in a question mark, notice that the comma is omitted.

3. "May I come into the tent now," said the camel, "for I am almost in."

4. "Yes," replied the Arab, "you may come in."

Where are commas used in these sentences?
Where are the quotation marks used?

72. Imagine that you are coming to school and that you meet a stranger, who asks you the way to the market. You tell him and he thanks you. Write the conversation.

ADJECTIVES

73. Read these sentences:—

1. An old woman was carrying a large basket.
2. Bright flowers grew in the beautiful garden.
3. The white parrot was eating a ripe chico.

In the first sentence, what word tells the kind of woman? What word describes or tells the kind of basket?

In the second sentence, what word describes the flowers? What word describes the garden?

In the third sentence, what word describes the parrot? What word describes the chico?

These words — *old, large, bright, beautiful, white and ripe* — are used to describe persons, places and things. They are called **Adjectives**.

74. Copy these adjectives and the names of the things that they describe:—

old horse	new knife	green banana
small horse	dull knife	ripe banana
fat horse	sharp knife	rotten banana
lame horse	rusty knife	yellow banana
blind horse	large knife	sour banana

Adjectives are generally placed before the names of the persons, places or things that they describe.

75. *As in the last exercise, write five adjectives that may be used to describe each of the following nouns:—*

- | | | | |
|---------|---------|----------|----------|
| 1. man | 3. hat | 5. tree | 7. river |
| 2. shoe | 4. book | 6. house | 8. face |

76. *Read these sentences:—*

1. The carabao swam in the water.
2. The large carabao swam in the muddy water.
3. A poor man was sitting in a small boat.

In the first sentence, the noun *carabao* may mean any carabao. In the second sentence, the adjective *large* changes, or **modifies**, the meaning of the word *carabao* by telling the kind of carabao. The adjective *muddy* modifies the meaning of the noun *water*. It tells the kind of water.

The adjective *poor* modifies the meaning of the noun *man* by telling the kind of man. *Small* tells the kind of *boat*.

Tell the adjectives in these sentences and what noun each modifies.

1. I saw a yellow butterfly on a pretty flower.
2. The baby had brown eyes, a small nose and curly hair.
3. My new shoes are made of black leather.
4. The little pony had a long tail.
5. The dark clouds surrounded the high mountain.
6. The bright light of the moon shone on the smooth water of the broad river.

77. Write sentences, using these adjectives to modify the meaning of nouns:—

- | | | | |
|------------|------------|---------------|------------|
| 1. poor | 6. happy | 11. bad | 16. dry |
| 2. good | 7. sweet | 12. beautiful | 17. clear |
| 3. clean | 8. sleepy | 13. white | 18. soft |
| 4. sick | 9. unripe | 14. red | 19. smooth |
| 5. healthy | 10. bright | 15. lazy | 20. kind |

78. Often two or more adjectives may be used to modify the meaning of one noun:—

A broad, deep river. **Many pretty little blue flowers.**
The poor, old, blind man. **Five dirty little brown toes.**

79. The words *a, an, the, this, that, five, many*, do not tell the kind, or describe, but they are called **Adjectives** because they are used to modify nouns.

An is used before words beginning with a vowel (*a, e, i, o* or *u*), or with a vowel sound.

an apple	an owl	an hour
an umbrella	an eagle	an ink bottle

When the vowel *u* has the sound of *yu*, the word *a* is used before it: *a unit*.

When the letter *h* is pronounced at the beginning of a word, the word *a* is used before it: *a hero*.

80. Copy the following sentences, writing an adjective in place of each blank:—

- The boy played with ball.
- I saw girl carrying a basket.
- The island in the Philippines is Luzón.
- The Negrito boy has a skin and hair.
- breeze came over water.

6. Pablo bought a hat, ... pencils,
a ball and a pair of shoes.
7. Vincente is a , ... boy.
8. kitten was asleep in
sunshine.
9. palms grew near river.
10. boys will not be men.

81. Adjectives are often used after *am, is, are, was, were, look, feel, taste, smell* and a few other words. These words come between the adjective and the word that it modifies:—

The bird is old.

The orange tastes sour.

The girls are happy.

The board feels smooth.

Juan was sick.

He looks old.

Copy these sentences, writing an adjective in place of each blank:—

1. My father is
2. Juan's horse was and
3. The ocean is and
4. The flower smells
5. The stone feels
6. My pencil is and
7. The man was , ... and
8. The jars were and
9. The birds were
10. The clouds looked and

82. *Read these sentences:—*

1. I am young, but he is old.
2. You are tall, but she is short.
3. The bird is white. It is dead.

4. The island is small. It is high and mountainous.
5. The boys were wet. They were cold.
6. Leon and I are boys. We are happy.

In the first sentence, the adjective *young* modifies the meaning of the pronoun *I*, and the adjective *old* modifies the pronoun *he*.

In the second sentence, what pronoun does the adjective *tall* modify? What pronoun is modified by the adjective *short*?

In the third sentence, what adjective modifies the noun *bird*? What adjective modifies the pronoun *it*?

In the fourth, fifth and sixth sentences, tell which of the words are adjectives, and what noun or pronoun each modifies?

An *Adjective* is a word used to modify the meaning of a noun or a pronoun.

COMPOSITION

83. Use of *a*, *an* and *the*. Read these sentences:—

1. A man on a carabao rode across our fields.
2. The man on the carabao rode across our fields.

In the first sentence, *a man* and *a carabao* mean **any** man and **any** carabao. We do not know what man and what carabao went across the fields.

In the second sentence, **the man** and **the carabao**, refer to some particular man and some particular carabao that we know about or have spoken of before.

Copy these sentences, writing in place of each blank a or an. Then rewrite it, placing the in place of each blank. Tell the difference in the meaning of the sentences.

1. . . . empty jar sat in . . . doorway.
2. . . . American is heavier than . . . Filipino.
3. . . . water in . . . crater of . . . volcano was boiling hot.
4. . . . dark cloud of smoke came from . . . top of . . . volcano.
5. . . . man from . . . mountain came to . . . market to buy . . . caban of rice.

84. *Tell how many objects are described in each of these sentences:—*

1. The girl has a red and white pencil.
2. The boy has a red and a white pencil.
3. He lost the gold and silver watch.
4. He lost the gold and the silver watch.

In the second sentence, *a* is used before both *red* and *white* to show that two pencils are spoken of.

In the fourth sentence, *the* is repeated before *gold* and *silver* to show that two watches were lost.

A, an or the is used before the first of a number of adjectives when these describe only one object.

A, an or the is used before each of several adjectives when they describe different objects of the same kind:—

a red, white and blue flag (one flag)

a red, a white and a blue flag (three flags)

the old lame horse (one horse)

the old and the lame horse (two horses)

85. Write sentences, using *a*, *an* or *the* with these groups of words, first to describe one thing, and second to describe more than one:—

- | | |
|--------------------------------------|-------------------------|
| 1. cotton and silk cloth | 3. red, blue and yellow |
| 2. iron and steel knife | dress |
| 4. broad-rimmed and high-crowned hat | |

86. Conversation. Get a number of leaves. Learn their parts. Make a list of adjectives that may be used to describe the parts of the different leaves.

87. Write a description of one of the leaves, using this outline:—

- I. Name of tree or plant, or kind of leaf.
- II. The parts. — Stipules, petiole, blade.
 1. The stipules. — Size, color, shape.
 2. The petiole. — Length, thickness, color, shape, clasping or free.
 3. The blade. — Size, color, shape, simple or compound, edges, apex, base, surfaces.
- III. Uses. To the plant, to animals, to man.

GRAMMAR

88. Proper Adjectives. Some adjectives are derived from proper nouns. They are called *Proper Adjectives*:—

The American Navy

The Malayan peoples

A Filipino house

A Chinese flag

Use the following words in sentences as *proper adjectives*:—

French

Russian

Roman

Tinguan

German

Italian

Tagalog

Javanese

Spanish

Japanese

Visayan

Ceylonese

English

Latin

Igorot

Korean

89. Nouns used as Adjectives. Some words used commonly as nouns are used also as adjectives:—

a paper napkin

a stone jar

a silver watch

a cotton shirt

Write sentences, using these words both as nouns and as adjectives:—

- | | | | |
|------------|-----------|------------|------------|
| 1. city | 4. jusi | 7. stone | 10. velvet |
| 2. country | 5. canvas | 8. bamboo | 11. silk |
| 3. iron | 6. copper | 9. leather | 12. grass |

90. This, that, these and those. These words are used both as adjectives and as pronouns:—

AS PRONOUNS

This is a broken pencil.

That is my kite.

These are my books.

Those are your papers.

AS ADJECTIVES

This pencil is broken.

That man is my father.

These boys go to our school.

Those girls study Latin.

Write sentences, using each of these words first as an adjective and then as a pronoun.

This and **that** are used with nouns of the singular number. **These** and **those** are used with nouns of the plural number.

91. Write three sentences, using this. Rewrite, using these in place of this.

Write three sentences, using that. Rewrite, using those in place of that.

92. Copy these sentences, changing them so that this, that, these and those are used as pronouns:—

- Those mangoes are mine. (*Those are my mangoes.*)
- That book is Pablo's.

8. This umbrella belongs to Maria.

4. These flowers are for Matilde.

93. The following words are used both as pronouns and as adjectives:—

this	one	first	any	most
these	none	last	such	much
that	other	half	both	more
those	either	all	enough	many
each	neither	some	several	little

1. **Most** people like holidays. (As an adjective.)

2. **Most** of the people are farmers. (As a pronoun.)

3. **Many** mango trees grow in Bulacan.

4. **Many** of the people in Baliuag make hats.

In which of these sentences are *most* and *many* used as adjectives? In which are they pronouns?

Use each of the above words in a sentence, first as an adjective, then as a pronoun.

94. **Opposite Adjectives.** *Use in sentences each of the following groups of adjectives of opposite meaning:—*

white . black	strong . weak	good bad
old . . . new	light . . heavy	beautiful . ugly
old . . . young	light . . dark	well ill
wet . . . dry	sharp . . dull	sweet . . . sour
high . . low	cold . . warm	shallow . . deep
tall . . . short	coarse . fine	wide narrow
rough . smooth	full . . . empty	clean dirty
hard . . soft	rich . . . poor	ripe unripe
right . left	right . . wrong	happy . . . unhappy

My hat is white.

Your hat is black.

My desk is smooth.

The stone is rough.

My father is old.

I am young.

My shirt is clean.

My shoes are dirty.

COMPOSITION

95. Comma in a Series. *Copy these sentences:—*

1. Hats, mats, cups, beds, chairs and houses are made of bamboo.
2. The colors of the rainbow are violet, indigo, blue, green, yellow, orange and red.

In the first sentence, the words *hats, mats, cups, beds, chairs* and *houses* are written together. They form a **Series** of words. In the second sentence, what words form a series? All the words in the first series are the names of things made of bamboo. In the second series, they are colors of the rainbow. All the words in a series refer to the same thing. They are all used in the same way.

What mark separates the words in each series except the last two?

A comma is placed after each word of a series except the last two.

96. Write a statement in answer to each of these questions:—

1. What are the most important grains?
2. Who are the important peoples living in the Philippines?
3. What materials are used in building houses?

4. Who are now the members of the Philippine Commission?
5. What are you studying in school?

97. *Write sentences, using several adjectives to describe each of these things. Use the verbs named in Exercise 81:—*

- | | | |
|--------------|---|-------------|
| 1. pen | <i>My pen is old, dull, bent and rusty.</i> | |
| 2. mountains | 4. cloud | 6. seashore |
| 3. island | 5. river | 7. plaza |

98. *Copy these sentences, writing an adjective in place of each blank. Then rewrite the sentences, using different adjectives. Tell the difference in the meaning of the sentences.*

1. Four, ... mangoes lay on the table.
2. A class of boys in, ... suits were marching up the street in the sunshine.
3. An man with hair sat in a chair by the window.
4. The girl was writing a letter to her grandmother.
5. A, ..., ... bird was singing a song in the branches of the tree.

99. *Write sentences in answer to these questions, using in place of each blank an adjective having a meaning opposite to that in italics.*

Which would you rather have —

1. A *silk* dress or a one?
2. *White* shoes or ones?
3. A *ripe* mango or a one?
4. A *dull* knife or a one?

Which would you rather be —

5. A *stupid* man or a one?
6. A *wise* or king?
7. A *just* or judge?
8. A *lazy* or farmer?
9. An *ignorant* or man?

100. Comma in Address. *Read these sentences:—*

1. Marcelina, who was Abraham Lincoln?
2. Pedro, will you tell us where he lived?
3. Name the first thirteen states of the United States, José.
4. In the Revolutionary War, Father, who was the commander-in-chief?

Who is spoken to or addressed in the first sentence? In the second? In the third? In the fourth? What mark separates these names from the other words of the sentences?

Use a comma to separate the name of a person addressed from the remainder of the sentence.

101. Write six questions, addressing —

- | | |
|-----------------|----------------|
| 1. a friend | 4. a boy |
| 2. your teacher | 5. your father |
| 3. a girl | 6. an uncle |

102. Write four commands, addressing some of your schoolmates.

103. Comma with Yes or No. The words *yes* and *no* are usually separated from the remainder of the sentence by a comma:—

1. *Was Columbus a Spaniard?*

No, he was an Italian.

2. *Is the United States a Republic?*

Yes, the officers of the government are elected by the people.

Write answers to these questions, using yes or no correctly:—

1. Does a fly breathe by means of lungs?
2. Are the eyes of a dragon fly like our eyes?
3. Do young mosquitoes live in water?
4. Is the lady beetle a useful insect?
5. Do white ants have eyes?

104. Story. *Read this Story. Tell the adjectives. Spell the difficult words. Use them in sentences.*

HANS, THE SHEPHERD BOY

A long time ago there lived in Germany a little shepherd boy. His name was Hans. One day he was watching a large flock of sheep in a broad meadow near a large forest.

A hunter came out of the woods. He rode a large gray horse and wore a long feather in his blue hat.

"How far is it to the nearest village?" asked the hunter.

"It is six kilometers, sir," Hans replied. "But the road is only a sheep track. It is difficult to follow."

The hunter said, "My boy, I am tired and hungry. I have been lost in the woods. Leave your sheep and show me the way. I will pay you well."

"I cannot leave the sheep, sir," said Hans. "They would stray into the forest and be eaten by wolves or killed by robbers."

"What of that?" inquired the hunter. "They are not your sheep."

"Sir, I cannot go," Hans answered. "My master pays me to care for the sheep. If any of them were lost, I should be responsible. I should feel like a thief."

"Then will you go to the village and get some food and a guide for me?" asked the hunter. "I will care for the sheep."

The boy shook his head.

"Can you not trust me? Do I look like a thief?" exclaimed the hunter.

"You have tried to make me break my word to my master," said Hans. "How do I know that you would keep your word to me?"

The hunter laughed and said, "You are right, my boy."

As the man was speaking, several hunters rode up. "Oh, sir," cried one of them, "we feared that you were lost."

Then Hans learned that the hunter was a great prince. A few days after, a servant of the prince came and took Hans to the beautiful palace.

"My good boy," said the prince, "I can trust you. Stay and serve me."

Hans worked faithfully for his kind master. He became great and famous. He was contented and happy. The prince trusted and loved him.

105. *Tell the story from memory. What lesson does it teach?*

106. *Copy a paragraph containing the name of a person addressed.*

Write sentences, telling why Hans could not go.

107. *Write the story from memory.*

Give a reason for each capital letter that you have used.

108. *Conversation. Talk about horses. Tell the adjectives that may be used to describe them. Write them down according to the outline in 109.*

109. *Write a composition, telling—*

I. What kind of horse you would like to have. — His color, size, ears, feet, tail, mane and age.

II. What you would give him to eat.

III. What he would do for you.

IV. What you would do for him.

Draw a line under each adjective that you have used in your composition.

110. *Write a similar composition, telling what kind of horse you would not like to have.*

VERBS

111. *Read these sentences:—*

1. Dogs run.

4. I write with a pen.

2. Birds fly.

5. Maria read her lesson.

3. Fishes swim.

6. Juan laughed at me.

In these sentences, which word tells what dogs do? Which word tells what birds do? Which word tells what fishes do? Which word tells what I do? What Maria did? What Juan did?

These words — *run, fly, swim, write, read and laughed* — are used to tell what persons or things do or did. They are called **Verbs**.

In every sentence there must be a verb. We use a verb whenever we make a statement, ask a question or give a command.

A *Verb* is a word used to state, ask, request or command something.

Most verbs express action, as — *run, jump, sing, talk, laugh*. The words *am, is, are, was, were, have, will be, shall be, appears, feels* do not express action, but they are called **Verbs** because they are used to tell, ask, request or command something.

112. Write verbs that tell—

1. What you do.

I read, write, sing, talk, ... , ... , ... , ... ,
. . . . , ... , ... and

2. What a bird does.

A bird sings, ... a nest, ... , ... , ... ,
. . . . , ... , ... and

3. What a carabao does. 4. What your father does.

113. Tell which of the words in these sentences are verbs:—

1. Mother sews with a needle and cuts with the scissors.
2. We see with our eyes, hear with our ears, smell with our noses and taste with our tongues.
3. The tailor made a coat for me. I paid five dollars for the coat.
4. Father and I walked to the market. We carried two baskets full of rice. We sold the rice. We bought some sugar and salt. We rode home in a carromata.

5. The animals of the forest heard a loud noise. They were afraid of it. A wise old monkey lived in the forest. The animals ran to the monkey. He told them to find the noise.

114. *Use each of these verbs in a sentence:—*

- | | | | | |
|---------|----------|-------------|-----------|-------------|
| 1. fall | 6. made | 11. walked | 16. flew | 21. sell |
| 2. sew | 7. draw | 12. brought | 17. ran | 22. know |
| 3. told | 8. sold | 13. caught | 18. wrote | 23. learned |
| 4. sing | 9. ate | 14. burned | 19. feel | 24. came |
| 5. find | 10. took | 15. cried | 20. laugh | 25. spelled |

COMPOSITION

115. *Copy these sentences, writing a verb in place of each blank:—*

1. A carpenter with a saw, ... with a plane, ... with a hammer, ... with an auger, ... with a knife, ... with an ax and with a square.
2. A shoemaker holes with an awl, ... with a thread and needle, ... with a knife and nails with a hammer.
3. A blacksmith charcoal on the forge, ... a fire, ... the bellows, ... an iron in the fire, ... the iron, ... the iron out with the tongs, ... the iron with a hammer, ... it in the water it with a file and two pieces together.

116. *Conversation. Tell all that each of the following must do:—*

1. A tailor, to make a suit of clothes.
2. A washerwoman, to wash and iron the clothes.
3. A farmer, to plant and harvest the rice.

4. A man, to make a banca.
5. A rope maker, to make rope.
6. A weaver, to make jusi.

117. *Write lists of verbs that tell the actions of the persons talked about in Exercise 116.*

118. *Write short compositions, telling how—*

- | | |
|--------------------|--------------------|
| 1. To make a kite. | 3. To weave a mat. |
| 2. To cook rice. | 4. To make a jar. |

GRAMMAR

119. Some verbs consist of more than one word :—

The boys have gone to school.

Father will go to the city to-morrow.

The children were playing under the trees.

I have been reading my book this morning.

Copy the following sentences. Draw a line under the verbs :—

1. I have seen Pedro this morning. He was going to the rice fields. He will help his father to-day.
2. Father and I were going to the mountains. We were walking through the bamboos. There I saw a Negrito boy. He was fishing in a brook. He had caught five fishes.
3. The rice had been cut. It was tied into small bundles. The bundles were put into large stacks.
4. In the dry season the rice will be threshed, the palay will be pounded, the rice grains will be cooked, and then we shall eat some of the rice.

120. Read these sentences:—

Use the verb *am* only with the pronoun *I*.

1. I am a boy. I am twelve years old.
2. I am a man. I am going to America.

Use the verbs *is*, *was* and *has* when speaking of only one person or thing.

3. The dragon fly is an insect. It has four wings.
4. Cristo is not here. He has gone to the river.
5. The woman is old. She is lame and blind.
6. Carlos was in the market this morning.

Use the verbs *are*, *were* and *have* when speaking of more than one person or thing.

7. My brothers are living in the city of Iloilo.
8. Are your father and mother with them?
9. No, they were with them last week.
10. The Cuyo Islands are in the Sulu Sea.
11. The carabaos were in the water.
12. Birds and bats have wings. Fishes have fins.
13. Ada and Matilde have their fans in their hands.

The verb *have* is used also with the pronoun *I*:—

I have a brother. I have seen an eagle.

Use the verbs *are*, *were* and *have* with the pronoun *you*.

14. Boys, were you in school this afternoon? You were late to school this morning.
15. Juan, have you seen my hat? You have your hat in your hand.
16. Girls, are you going to church? You are going early this morning.
17. Marcelina, have you lost your pencil? You are very careless.

121. Copy the following sentences, writing the word *am, is, are, was, were, has or have* in place of each blank:—

1. The name of my uncle Pablo Ocampo.
2. He two sons. They my cousins.
3. Their names Lino Ocampo and Justo Ocampo.
4. I in the city. They in the country.
5. Lino and I older than Justo.
6. Uncle Pablo and Aunt Marta at my house last month. They here five days.
7. My father not at home. He in Batangas.
8. Mother and I at home. We very glad to see them.

122. Write sentences, using these verbs:—

- | | | | |
|---------|----------|------------------|-----------------|
| 1. sing | 8. is | 15. can play | 22. may find |
| 2. sang | 9. am | 16. have learned | 23. am going |
| 3. ride | 10. are | 17. has eaten | 24. laughed |
| 4. saw | 11. have | 18. was found | 25. is laughing |
| 5. did | 12. has | 19. can swim | 26. was writing |
| 6. were | 13. draw | 20. played | 27. can see |
| 7. was | 14. play | 21. will go | 28. may go |

123. Sometimes other words separate the words of the verb:—

1. *Have you ever been in Hongkong?*
2. *Did the boy fall into the water?*
3. *Is the man riding on a horse?*
4. *I did not go to school yesterday.*
5. *He has never seen the north star.*

In the first sentence, *have been* is the verb. The words *have* and *been* are separated by the words *you ever*.

In the second sentence, what words form the verb? By what other words are they separated? What words form the verb in each of the other sentences?

124. *Read the following sentences. Tell which of the words form the verbs:—*

1. Have you ever seen a hornbill?
2. We have never seen a hornbill.
3. Has the woman lost her money?
4. Can you spell Nueva Ecija?
5. Do you know where it is?
6. Is the boy playing in the water?
8. I am not going to school to-day.
9. On what island do you live?
10. Did the moon shine last night?
11. What lessons have you studied to-day?

125. Some words are used both as verbs and as adjectives:—

AS VERBS

The woman wet the cloth.
She has broken the jar.
I am reading my lesson.

AS ADJECTIVES

The cloth is wet.
She has a broken jar.
This is my reading lesson.

Tell the adjectives and the verbs in these sentences:—

1. Matea has a light dress. She will light a fire. She is boiling the rice. The rice is in boiling water. She has baked the potatoes. She will have baked potatoes and boiled rice for supper.

2. When Leon left me, he was walking on the left side of the street.

3. Gregorio has broken his chair. We can repair the broken chair with rattan.

126. Many words are used both as verbs and as nouns : —

AS VERBS

The bird can fly.

I work hard.

Ring the bell.

AS NOUNS

The fly has six legs.

I like hard work.

She wears a finger ring.

Use each of these words in a sentence, first as a verb, then as a noun : —

- | | | | |
|---------|----------|------------|-----------|
| 1. whip | 7. fire | 13. bark | 19. work |
| 2. ride | 8. jar | 14. sail | 20. ship |
| 3. shot | 9. break | 15. plant | 21. flood |
| 4. plow | 10. cut | 16. fall | 22. run |
| 5. walk | 11. tear | 17. ground | 23. jump |
| 6. iron | 12. feed | 18. hand | 24. fly |

127. *Use each of these words in a sentence. Tell the difference in the meaning of the words in each group : —*

- | | |
|-----------------------------------|-------------------|
| 1. speak, talk, ask, say,
tell | 6. lie, lay |
| 2. borrow, lend | 7. find, look for |
| 3. bring, take | 8. wear, use |
| 4. win, gain, earn | 9. teach, learn |
| 5. rise, raise | 10. touch, feel |
| | 11. make, build |

COMPOSITION

128. *Read this story. Tell which of the words are verbs, nouns, pronouns or adjectives.*

THE WATER LILY

One evening, many years ago, some children were playing on the shore of a lake. The sun had set and the stars were beginning to shine.

The children saw a bright star fall from the sky. It stopped above the clear water of the lake.

The little star said : " This little lake shall be my home. I shall stay here on the water. I shall always be a star."

The homes of the children were on the shore of the lake. In the morning they saw a beautiful white flower on the water. It was where the bright star had fallen.

The flower was sweet. It had a heart of gold. To-day the people love the beautiful water flower.

129. *Write the story from memory. Draw a line under each verb.*

130. *Write a story about some animal. Tell what verbs you have used in your sentences.*

ADVERBS

131. *Read these sentences:—*

1. The man walked slowly.
2. The boys called loudly.
3. The birds flew swiftly and silently.
4. We should speak respectfully to our teacher.
5. You should study quietly and write carefully.

In these sentences, which words are verbs? What word tells how the man walked? What word tells how the boys called? What word tells how the birds flew? How should we speak to our teacher? How should you study?

These words — *slowly, loudly, swiftly, silently, respectfully, quietly* and *carefully* — modify the meanings of the verbs by telling *how* the actions are done. They are called **Adverbs**.

132. Copy the following adverbs:—

carefully	easily	slowly	well
quietly	quickly	bravely	fast
kindly	gently	correctly	neatly
nicely	lightly	respectfully	wisely
softly	brightly	unkindly	sweetly

These words are some of the adverbs that tell *how* actions are done. Notice that nearly all these adverbs end in *ly*.

133. Copy these sentences. Draw a line under each adverb. Tell what verb each adverb modifies.

1. We walked slowly.
2. The girl wrote carefully.
3. Birds fly swiftly.
4. Cats walk noiselessly.
5. Close the door gently.
6. Open the door quickly.
7. Say the words slowly.
8. She wrote the lesson neatly.
9. He spelled the words correctly.
10. She read the story nicely.
11. The banca moved rapidly through the water.
12. The man bowed politely and spoke kindly.
13. Pablo runs fast but I can run faster.

134. Copy these sentences, writing an adverb in place of each blank:—

- | | |
|-----------------------------------|------------------------------|
| 1. A horse can run | 5. The moon shines |
| 2. Speak to your parents. | 6. The girls sing |
| 3. I can write | 7. The carabao walks |
| 4. Carry the jar | 8. The brook flows |

135. Read these sentences:—

1. Luis's horse ran away.
2. We will often come to see you.
3. The girls will soon be here.
4. Mateo came early to school.
5. You should always do right.

In these sentences, which words are verbs? What word tells where the horse ran? What word tells when we will come to see you? When will the girls be here? Where will the girls soon be? When did Mateo come to school? When should you do right?

These words — *away, often, soon, here, early* and *always* — modify verbs by telling *when* or *where* the action is done. They are called **Adverbs**. Most adverbs tell *how, when* or *where* something is done.

136. Copy the following adverbs:—

early	here	yesterday	then
late	there	to-day	sometimes
now	ever	to-morrow	always
never	daily	to-night	often

These words are some of the adverbs that are used to modify verbs by telling *when* or *where* the actions are done.

137. Tell which of the words in these sentences are adverbs. Tell what verb each adverb modifies:—

1. We must go to school now.
2. It will soon be time to study.
3. Will Juan come late?
4. There he comes now.

5. Are you ever late to school?
6. I always go to school early.
7. Sometimes I walk slowly.
8. My teacher is never late.
9. The stars shine brightly to-night.
10. Always try to speak English correctly.

138. *Read these sentences:—*

1. This is a very warm day.
2. Do not read too rapidly.
3. The dove flies very swiftly.

In the first sentence, what word is an adjective? What noun does it modify? How warm is the day? The word *very* is an adverb. It modifies the meaning of the adjective *warm*.

In the second sentence, what words form the verb? The adverbs *not* and *rapidly* modify the verb. What word tells *how* rapidly? The word *too* is an adverb. It modifies the adverb *rapidly*.

In the third sentence, the word *very* is an adverb. What adverb does it modify?

An **Adverb** is a word used to modify the meaning of a verb, an adjective or an adverb.

139. We should learn to distinguish adjectives from adverbs.

Adjectives modify nouns and pronouns by telling *what kind, how many or which* :—

What kind of hat?

The black hat.

How many hats?

Many hats. Five hats.

Which hat?

The second hat.

Adverbs modify verbs, adverbs and adjectives. Most adverbs tell *how*, *when* or *where*:—

The girl writes how? The girl writes slowly.
The girl was writing when? The girl was writing yesterday.
The girl is writing where? The girl is writing here.

140. Many adverbs are formed from adjectives by adding *ly* to the adjective.

Copy the following adjectives and adverbs. Use each word in a sentence:—

ADJECTIVES	ADVERBS	ADJECTIVES	ADVERBS
slow	slowly	rough	roughly
sweet	sweetly	wise	wisely
light	lightly	smooth	smoothly
happy	happily	beautiful	beautifully
quick	quickly	easy	easily
soft	softly	careful	carefully
silent	silently	honest	honestly
safe	safely	kind	kindly
neat	neatly	loose	loosely
quiet	quietly	unwise	unwisely

141. *Read the following sentences. Tell which of the words are adjectives and which are adverbs:—*

1. Some horses trot rapidly. We call them rapid trotters.
2. The small cart has broken down.
3. The beautiful yellow flower grew here.
4. I will surely send you a long letter to-morrow.
5. The little boy soon forgot his lessons.
6. Always obey your parents cheerfully.
7. The old man walked slowly away.

8. The tired, hungry children gladly ate their dinner.
9. The brave soldiers marched proudly away.
10. The little brook flowed rapidly and noisily.

142. *Copy these sentences, writing an adjective or an adverb in place of each blank. Tell why you use an adjective or an adverb:—*

1. The night was The air was We walked along the road. The moon shone
2. We crossed the river The banca moved through the water. The boatman was to us. He was a man.
3. The boy's coat was and He was dressed. His hair was brushed. He closed the door He smiled when I spoke to him.
4. My sister was She lay on her bed. My mother stroked her head with her hand.
5. This lesson is I can write these sentences.

COMPOSITION

143. Contractions. In writing or speaking, we often shorten or contract words; as —

I'm *for* I am.

Isn't *for* is not.

These shortened words are called **Contractions**.

In *I'm* what letter is omitted? What mark is put in its place?

In contractions an **Apostrophe** is used to show where letters have been omitted.

It is better in writing not to use contractions. Sometimes we may use them when we are writing conversation. They are used also in poetry.

144. *Copy and learn these contractions:—*

<i>isn't</i> for <i>is not</i>	<i>'tis</i> for <i>it is</i>
<i>wasn't</i> for <i>was not</i>	<i>o'er</i> for <i>over</i>
<i>hasn't</i> for <i>has not</i>	<i>it's</i> for <i>it is</i>
<i>don't</i> for <i>do not</i>	<i>we'll</i> for <i>we will</i>
<i>aren't</i> for <i>are not</i>	<i>I'll</i> for <i>I will</i>
<i>weren't</i> for <i>were not</i>	<i>they're</i> for <i>they are</i>
<i>can't</i> for <i>cannot</i>	<i>you're</i> for <i>you are</i>
<i>shouldn't</i> for <i>should not</i>	<i>I'd</i> for <i>I would</i>
<i>we've</i> for <i>we have</i>	<i>ne'er</i> for <i>never</i>
<i>you've</i> for <i>you have</i>	<i>e'er</i> for <i>ever</i>
<i>hadn't</i> for <i>had not</i>	<i>haven't</i> for <i>have not</i>

145. *Use each of these contractions in sentences as follows:—*

He is not here. He isn't here.

They are at home. They're at home. Aren't they at home?

146. The adverbs *not* and *never* are used to give the verb a negative meaning:—

I do not sing.

I have never been to Hongkong.

In these sentences, what words form the verbs? Where are *not* and *never* placed?

The adverbs *not* and *never* are usually placed after the first word of the verb.

When the verb has only one word, *never* is placed before the verb:—

I never smoke.

He never looks clean.

We should not say, *I smoke not, He played not, She painted not, The dog bites not.* We use **do, did** and **does**, and say, *I do not smoke, He did not play, She did not paint, The dog does not bite.*

Copy these sentences, changing the verbs to the negative form by using not and never:—

1. Every boy should go to school.
2. The people go to market early.
3. We have been fishing in the bay.
4. The crow is a useful bird.
5. Mayón is the most perfect volcano in the world.

147. Copy these sentences, changing each to the interrogative form:—

- | | |
|----------------------|------------------------|
| 1. He is not a man. | 5. He will not try. |
| 2. He does not work. | 6. He has never tried. |
| 3. He did steal. | 7. They will go soon. |
| 4. He has stolen. | 8. The men have gone. |

148. Write a composition, telling about a journey that you would like to make. Tell where you would go and what you would see and do.

Tell the adjectives and the adverbs that you have used in your composition.

REVIEW

1. What is a sentence? Write five sentences that are statements. Five sentences that are questions. Five sentences that are commands.

2. What is a noun? Write ten nouns that are the names of places.

What is a proper noun? Write ten proper nouns.

What is a common noun? Write ten common nouns.

Write a sentence containing a direct quotation. Write the abbreviations of the months. Write five titles.

When is a noun in the singular number? When is it in the plural number? Write ten nouns in the singular number. Write the plural forms of these nouns.

3. What is a pronoun? Write fifteen words that are used as pronouns.

4. What is an adjective? For what are adjectives used?

Write several adjectives that may be used to describe:

1. A tree. 2. A coat. 3. A river. 4. A girl.

Write sentences using adjectives after *is*, *am*, *are*, *were* and *was*.

Write *an* or *a* before each of these words: book, horse, island, orange, eye, hen, egg.

5. What is a verb?

Write twenty verbs that express action.

Write some verbs that do not express action.

Write ten verbs that consist of more than one word.

Write sentences using these verbs to ask questions: did see, has gone, is riding, have seen, does go, have read.

When may we use the verbs *is*, *was* and *has*?

When are the verbs *are*, *were* and *have* used?

Which of these verbs should be used with the pronoun *you*?

6. What is an adverb? What adverbs may be formed from these adjectives: quiet, quick, slow, careful, peaceful?

7. Write a sentence using a comma in address. Write a sentence using a comma in a series.

8. Tell two uses of the apostrophe. Write five contractions. Write the possessive form of five nouns.

SUBJECT AND PREDICATE

THE SUBJECT OF A SENTENCE

149. *Read these sentences:—*

- | | | |
|-----------------|-------------------|--------------------|
| 1. Boys play. | 3. Martin writes. | 5. The bird sings. |
| 2. Water flows. | 4. Luisa sews. | 6. The horse ran. |

Who are spoken of in the first sentence? In the second sentence, what word tells the name of the thing spoken of? Who is spoken of in the third sentence? In the fourth sentence? The fifth and sixth sentences?

In the first sentence, the word *boys* is the name of the persons spoken of. It is called the **Subject** of the sentence. *Water* is the subject of the second sentence. What is the subject of each of the other sentences?

The **Subject** of a sentence names the person, place or thing about which something is said.

We can find the subject of a sentence by using *Who* or *What* with the verb to ask a question:—

Maria sews. *Who sews?* Maria.

Father works. *Who works?* Father.

The kite is broken. *What is broken?* The kite.

The bird can sing. *What can sing?* The bird.

150. *Tell the subject of each of these sentences:—*

- | | |
|-----------------------------|--------------------------|
| 1. Girls play. | 5. My brother has a dog. |
| 2. Men work. | 6. The pen is broken. |
| 3. Father rides on a horse. | 7. The parrot can talk. |
| 4. Mother is in the church. | 8. The earth is round. |

- | | |
|--|----------------------------------|
| 9. The wind blows. | 13. My uncle is a farmer. |
| 10. The carpenter built the house. | 14. Farmers live in the country. |
| 11. The tailor made the suit. | 15. Dr. Gomez speaks English. |
| 12. The blacksmith lives on this street. | 16. Mrs. Santos is my aunt. |

151. The subject of a sentence often contains more than one word : —

My pretty blue fan is broken.

The little red rubber ball fell into the water.

The feet of the horse were white.

The sails of the ship were made of cloth.

Copy these sentences. Draw a line under the words that form the subject of each sentence :—

1. The old man in the cart is my grandfather.
2. The little lame boy is reading a book.
3. A large white jar is on the table.
4. A flock of white parrots flew into the tree.
5. My little sister is five years old.
6. Many Chinese in Canton live on boats.
7. The shoes of Japanese are made of wood.

152. *Make each of these sentences complete by writing a subject in place of each blank :—*

- | | |
|-------------------------------|-------------------------------|
| 1. flew away. | 7. play with kites. |
| 2. read the lesson. | 8. is an island. |
| 3. pulls the cart. | 9. has four feet. |
| 4. ate the corn. | 10. has four wings. |
| 5. spelled the words. | 11. is made of wood. |
| 6. live in the city. | 12. lives in the sea. |

THE PREDICATE OF A SENTENCE

153. *Read these sentences:—*

- | | |
|-----------------------|-----------------------|
| 1. The boys play. | 5. Ana found a penny. |
| 2. Girls sew. | 6. They saw an eagle. |
| 3. My teacher writes. | 7. Ants have nests. |
| 4. The farmers plow. | 8. The ocean is deep. |

What is the subject of each of these sentences? What is said about *The boys*? About *Girls*? About *My teacher*? About *The farmers*? Tell what is said about the subjects in the other sentences.

The part of the sentence that tells what is said of the persons, places or things named in the subject is called the **Predicate**:—

The **boys** is the subject, **play** is the predicate.

Girls is the subject, **sew** is the predicate.

My teacher is the subject, **writes** is the predicate.

The farmers is the subject, **plow** is the predicate.

The predicate always contains a verb.

The **Predicate** of a sentence tells what is said of the person, place or thing named by the subject.

154. *Read the sentences in Exercise 150. Tell the subject and the predicate of each of these sentences.*

155. *Copy the following sentences. Draw a line under each sentence and a line between the subject and the predicate:—*

The little girl | saw a pretty flower.

1. My brother has gone to the city.
2. Cocoanuts are very useful.

3. The cocoa palms grow near the seashore.
4. Copra is made from the meat of the cocoanut.
5. The white ants eat wood.
6. The queen of the white ants is three inches long.
7. Young frogs live in the water.
8. Taal Volcano is in the province of Batangas.

156. *Make each of these sentences complete by writing a predicate in place of each blank:—*

1. The kingfisher
2. The volcano Mayón
3. The gecko
4. The wood of the bamboo
5. The leaves of the banana tree
6. Sugar cane
7. William H. Taft
8. The China Sea
9. The flying lemur
10. Zamboanga

COMPOSITION

157. *Make a list of nouns that may be used with each of these predicates:—*

1. is a quadruped.
2. is a seaport of Asia.
3. exports much rice.
4. is made of leather.
5. has six legs.

158. *Dates. Write sentences in answer to these questions:—*

1. What day of the week is it?
2. What month is it?
3. What day of the month is to-day?
4. What year is this year?

159. We may write all these things in a shorter way: *Tuesday, November 12, 1911.*

Copy these dates:—

Friday, Jan. 21, 1905.	Nov. 5, 1885.
Friday, Oct. 11, 1492.	July 23, 1910.
Wednesday, April 4, 1900.	June 29, 1925.

What words in these dates begin with capital letters? What mark is placed after the day of the month? After the year?

160. *Write the date of—*

- | | |
|---------------------------|-------------------|
| 1. Your birth. | 4. Rizal day. |
| 2. Christmas. | 5. Last Saturday. |
| 3. Washington's birthday. | 6. To-day. |

161. *Write a story that you have heard about some animal, plant or insect. Name the verbs and the adverbs that you have used.*

162. *Read this story. Tell the subject and the predicate of each sentence:—*

THE FROGS ASK FOR A KING

Many frogs lived in a pond. They had no king. They asked their god for a king.

The god threw a log into the pond. The frogs were afraid. They hid at the bottom of the pond. The log was soon still. The frogs then came to it. They jumped upon it. They laughed at it. They did not like King Log. They asked their god for another king.

He gave them an eel. The eel was stupid. It hid in the mud. King Eel did not please the frogs. They wanted another king.

Their god was now very angry. He sent King Heron to them. King Heron ate all the frogs. No frogs live now in that pond.

163. *Write this story from memory. Draw a line under the subject of each sentence in your story.*

SUBJECT AND PREDICATE OF QUESTIONS

164. *Read these sentences:—*

1. Is the boy reading?
2. Did the man catch the turtle?
3. When are you going to the city?
4. Which is your hat?
5. Where have you been?

In the first sentence, who is spoken of? What is said of the boy? What is the subject of this sentence? What is the predicate of this sentence?

1. *the boy* | *Is reading*

By changing a question to a statement, we may easily find its subject and predicate.

2. *the man* | *Did catch the turtle*
3. *you* | *are going to the city* *When*
4. *your hat* | *is* *Which*
5. *you* | *have been* *Where*

165. *Write a statement in answer to each of the following questions. Then show the subject and the predicate of each statement by drawing lines as in Exercise 164.*

1. Where is Taal Volcano?
2. On which island do you live?
3. Do cocoa palms grow near your home?

4. Have you studied your lesson ?
5. Which are the largest islands in the Philippines ?
6. What races of people have you seen ?
7. To what race do the Japanese belong ?
8. What kind of fruit do you like best ?
9. When will you come to my home ?
10. Is your father well this morning ?
11. What is the capital of the United States ?
12. On what bay is Manila ?

166. *Tell the subjects and the predicates of the sentences in Exercise 6.*

SUBJECT AND PREDICATE OF COMMANDS AND REQUESTS

167. *Read these sentences:—*

1. Bring me the large book.
2. Always do your best.

In every sentence the predicate must be expressed, but sometimes the subject of a sentence may not be given. In commands and requests, the subject is generally omitted. We make commands by speaking to persons. We do not often say, "*You find a book,*" but "*Find a book,*" "*Get the ball,*" "*Read the story.*" The subject is always *You*.

We may show the subjects and predicates in the sentences above, as follows:—

(You) | Bring me the large book.

(You) | Always do your best.

168. When we separate a sentence into its parts, we analyze the sentence.

We may divide a sentence into parts by drawing lines or a plan of the sentence. Such a drawing is called a **Diagram**.

We have analyzed each of these two sentences into two parts, a subject and a predicate. By the use of diagrams, we have shown how the sentences are divided into parts.

Analyze each of the following sentences. Place each on a diagram so as to show its subject and predicate:—

1. Be kind to animals.
2. Look before you leap.
3. Obey your parents.
4. Please get me a glass of water.
5. Begin every sentence with a capital letter.
6. Please lend me your book.
7. Always do your best.
8. Hit the nail on the head.
9. Be kind and true.
10. Do your duty now and always.

COMPOSITION

169. *Read these sentences:—*

1. The doctor gave me medicine.
2. He was Doctor Santos.
3. The streets in our town are clean.
4. My friends live on Nueva Street.

In the second and fourth sentences, the words *Doctor* and *Street* are written with capital letters because they are used with proper names. In the other sentences, these words are used as common nouns.

Write sentences, using these words first with proper names, and then as common nouns:—

- | | | | |
|------------|-------------|---------------|--------------------|
| 1. river | 6. mountain | 11. islands | 16. king |
| 2. lake | 7. teacher | 12. president | 17. queen |
| 3. bay | 8. captain | 13. governor | 18. superintendent |
| 4. mother | 9. aunt | 14. cousin | 19. grandfather |
| 5. brother | 10. uncle | 15. sister | 20. grandmother |

170. Letter Writing. *Copy this outline of a letter. Learn the names and the positions of the parts.*

<u>1. HEADING</u>
<u>2. ADDRESS</u>
<u>3. SALUTATION</u>
<u>4. BODY OF THE LETTER</u>
<u>5. COMPLIMENTARY ENDING</u>
<u>6. SIGNATURE</u>

171. *Tell the parts of this letter. Copy it, using the form outlined in Exercise 170.*

ORANI, BATAAN,
PHILIPPINE ISLANDS,
June 6, 1910.

MISS FELISA GUAZON,
DAMALAG, CAPIZ,
PANAY, P.I.

DEAR FELISA:—

We arrived home safely after a very pleasant voyage. A number of friends from our own province returned from Romblón on the same steamer. We had music on board every evening.

School began this morning. We have several new teachers. This year we shall study Elementary Science and United States History. In Science we shall have many experiments. We expect to visit many places of interest while learning about home industries.

Your sincere friend,

PILAR M. DANCEL.

172. The Heading tells where the writer lives and the date on which the letter is written.

What is the date of the above letter? Where was it written? In what order are the date and the place written? Where are commas used? A period?

Write the following as headings of letters:—

1. June 26, 1910. San Francisco, U.S.A. 29 Calhoun St.
2. 14 Santa Rosa St., July 12, 1911. Cagayan, P.I.
3. Sept. 3, 1905. 23 Calle San Pedro, Intramuros, Manila, P.I.

173. The Address gives the name of the person to whom the letter is to be written and his residence.

What is the name of the person to whom the above letter is addressed? Where does she live?

In writing addresses, we use these titles: —

Mr. in addressing a man.

Mrs. in addressing a married woman. In the address, the husband's name is written: *Mrs. José Santos, Mrs. Pablo Torres.*

Messrs. in addressing two or more men.

Miss in addressing an unmarried woman or girl.

Rev. or *The Rev.* in addressing a clergyman.

Hon. or *The Hon.* in addressing a member of the Commission or Assembly, or other high official of the government.

To the Honorable in addressing the governor, the mayor or other high official.

Gen., Col., Supt., Dr., Prof., in addressing persons to whom these titles properly belong.

Esq. is sometimes added after the names of lawyers and other gentlemen. When used, the title of *Mr.* should be omitted.

Write addresses of letters to —

1. Mr. Eladio Franco, 58 Solano St., San Fernando, Pampanga, P.I.
2. Miss Natalia Villaruz, 86 McKinley St., Romblón, P.I.
3. Dr. Manuel Andrada, University of California, Berkeley, Cal., U.S.A.
4. Mrs. Lucas Bautista, Polo, Bulacan, P.I.
5. Hon. Macario Arnedo, Baguio, Benguet, P.I.

174. The Salutation is a greeting to the person to whom the letter is written.

In business letters, we use —

Sir : —

Madam :—

Dear Sir: —

Dear Madam :—

My dear Sir : —

My dear Madam:—

Sirs : —

Ladies : —

Dear Sirs :—

Dear Miss Brown:—

Gentlemen : —

My dear Miss Brown :—

In letters to friends, we use salutations similar to these:—

My dear Juan :—

Dearest Mother : —

Dear Father : —

Dear cousin Tomas:—

175. The Body of the Letter contains what we wish to say. It should be divided into paragraphs and as carefully written as a composition.

176. The Complimentary Ending in business letters usually consists of these words : —

Yours truly,

Yours respectfully,

In letters to relatives and friends, these or similar words may be used:—

Yours affectionately,

Yours faithfully,

Yours brother,

Your loving sister,

177. The Signature is the name of the person who writes the letter.

REVIEW

1. What is a sentence? What is the subject of a sentence? What is the predicate of a sentence? How

may you find the subject of a question? What is the subject of commands?

2. Diagram each of these sentences:—

(1) The China Sea is west of the Philippines.

(2) Where is San Bernardino Strait?

(3) Can you speak Tagalog?

(4) My oldest brother is in the United States.

(5) Please get your geography.

(6) In what country is London?

3. Describe the parts of a letter. Write the parts of a letter addressed to the governor of your province.

4. Tell which of the words in Exercise 2 above are:

(1) nouns; (2) verbs; (3) adjectives; and (4) adverbs.

5. Tell the kind and number of each noun in the story in Exercise 162.

THE SIMPLE SUBJECT AND ITS MODIFIERS

178. *Read these sentences:—*

1. Birds sing.

2. The little yellow birds sing.

3. Leaves move.

4. The large green leaves move.

What is spoken of in the first sentence? In the second sentence? In the second sentence, what adjectives describe the birds spoken of?

What is spoken of in sentences three and four? What adjectives modify *leaves* in the fourth sentence?

In the second sentence, *The little yellow birds* is the **Whole Subject**; *birds* is the **Simple Subject**; *The*, *little* and *yellow* are **Modifiers** of the simple subject.

The subject without its modifiers is called the **Simple Subject**.

In the fourth sentence, the whole subject is *The large green leaves*. The simple subject is *leaves*; the modifiers of the simple subject are the adjectives *The, large and green*.

5. Boys play. 7. Leon swims. 9. Mother loves me.
6. They run. 8. He rides. 10. She is kind.

Which of these sentences have nouns for subjects?
Which have pronouns?

The simple subject of a sentence usually is a noun or a pronoun.

179. *Read these sentences. Tell the whole subject and the simple subject of each sentence:—*

1. A beautiful dragon fly was on the flower.
2. Many large white flowers grew on the tree.
3. An old bay horse pulled the carromata.
4. Tall coarse grass grew by the side of the road.
5. A pretty little boy was playing in the water.
6. Twenty large white parrots were in the mango tree.
7. An old blind man was begging for rice.
8. The tall graceful bamboos swayed in the breeze.

180. *On a diagram we may show the simple subject the words that modify it. Copy these diagrams:—*

1. A tall tree | stood here

tree | stood here
A
tall

2. boys | shouted loudly
The
happy

3. kite | fell to the ground
The
little
red

In the same way diagram the sentences given in Exercise 179.

THE SIMPLE PREDICATE AND ITS MODIFIERS

181. *Read this sentence:—*

1. The banca moved slowly away.

In this sentence, *moved slowly away* is the **Whole Predicate**; *moved* is the **Simple Predicate**; *slowly* and *away* are **Modifiers** of the simple predicate.

1. The banca | moved slowly away

banca		moved
The		slowly
		away

Copy these diagrams. Tell the whole predicate, the simple predicate and the modifiers of the simple predicate in each sentence.

2. man | spoke
The | loudly

3. brother | went
My | there
yesterday

4. boy | fell
The | down

5. lady | smiled
The | pleasantly

The modifiers of the simple predicate are adverbs or some words used as adverbs.

182. *Tell the whole predicate, the simple predicate and the modifiers of the simple predicate in each of these sentences:—*

1. The ship sailed rapidly away.
2. The strong soldier fought bravely.
3. The full moon shone brightly.
4. The boy cried loudly.
5. The large deer was soon caught.
6. My uncle will surely come to-morrow.

7. He went away early yesterday.

8. The little children played happily together.

183. Write each of the sentences in Exercise 182 on a diagram. Analyze each sentence.

ANALYSIS

DIAGRAM

<i>ship</i>	<i>sailed</i>
<i>The</i>	<i>rapidly</i>
<i>large</i>	<i>away</i>

The large ship is the whole subject. *Sailed rapidly away* is the whole predicate.

Ship is the simple subject. It is modified by the adjectives *The* and *large*.

Sailed is the simple predicate. It is modified by the adverbs *rapidly* and *away*.

COMPOSITION

184. Addresses. Cut paper the size of an envelope. Mark on it the position of the stamp. Copy the address given below.

MR. PEDRO F. GONZALES 234 FRANCISCO ST. CAPIZ CAPIZ, P.I.	STAMP
---	--

The address of the writer is sometimes written in small letters in the upper left-hand corner of the envelope.

Address envelopes to five friends.

Address an envelope to the governor of your province.

Address an envelope to the superintendent of schools.

185. *Write a letter to a friend, telling about the most important occupation in your town. Address an envelope to him.*

186. Conversation. *Talk about Sugar Cane. Use this outline. Tell—*

- I. What sugar cane is. What it looks like. Why it is raised.
- II. Kind of soil and climate in which it grows best. Where it grows in the Philippines.
- III. Planting. — How the ground is prepared for planting. The time of the year. How planted.
- IV. Cultivating. — How it is cultivated. When it is mature.
- V. Gathering. — Describe the cutting and the hauling to the mill.
- VI. Sugar making. — How the cane is crushed, and the sap is boiled. How the sugar is secured.
- VII. Molasses. — How it is made. Its uses.
- VIII. Sugar. — Color. What is done with the new sugar.
- IX. Other countries in which sugar cane is raised.
- X. Uses and value of sugar.

187. *Write a composition about Sugar Cane, using the above outline. Use short sentences.*

Tell the subject and the predicate of each sentence in the first three paragraphs of your composition.

188. *Write one of these stories from memory:—*

- | | |
|--------------------------------------|----------------------------------|
| 1. The Monkey and the Drum. | 5. Where Frogs came from. |
| 2. The Crab and the Monkey. | 6. The Bee and the Wasp. |
| 3. The Man in the Moon. | 7. The Good and the Bad Mangoes. |
| 4. The Lazy Man and the Jar of Rice. | 8. The Monkeys and the Red Caps. |

(See Insular Second Reader.)

Read very carefully the story that you have written. Notice capital letters, periods, question marks, spelling and quotation marks.

PHRASES

189. *Read these sentences:—*

1. The leaves of the tree fell into the water.

In this sentence, what group of words tells the kind of *leaves*? What group tells where they *fell*? The group of words *of the tree* is used as an adjective to modify the meaning of the noun *leaves*. The group of words *into the water* is used as an adverb to modify the verb *fell*.

These groups of words—*of the tree* and *into the water*—are called **Phrases**.

2. The flowers of the coffee tree are very fragrant.
3. The dark clouds hung over the mountains.
4. Fish live in the water.
5. The light of the moon is bright.
6. The shape of the earth is round.

What are the phrases in these sentences? Does each phrase modify a noun or a verb? Is each phrase used as an adjective or as an adverb?

7. Toward the center of the earth is called down.

8. To do my best is my duty.

In these sentences, phrases are used as subjects. They are used like nouns.

A *Phrase* is a group of words used as an adjective, an adverb or a noun. It does not contain a subject or a predicate.

190. *Copy the following sentences. Draw a line under each phrase:—*

1. The floor of the room was made of bamboo.
2. The roof of the house was covered with nipa.
3. The light of the moon shone on the water.
4. A little boy was playing by the river.
5. The largest river in the world is in South America.
6. The plateau of Benguet is in northern Luzón.
7. Some people in China live on boats.
8. My lesson in arithmetic is about fractions.
9. The first word of a sentence should begin with a capital letter.
10. The Pampanga River flows into Manila Bay.
11. Is your father in the city now?
12. In what year did Legaspi come to Manila?
13. Little children should go to bed early.
14. Were the beggars sitting by the side of the road?

191. *Write sentences, using one of these phrases in each sentence:—*

1. of iron

2. in the air

3. on my desk

4. with a pen

- | | |
|--------------------|------------------------|
| 5. up the tree | 13. for my mother |
| 6. of bamboo | 14. at the market |
| 7. in the city | 15. above the trees |
| 8. near the door | 16. under the house |
| 9. on the floor | 17. across the river |
| 10. with gray hair | 18. from my cousin |
| 11. into the water | 19. through the water |
| 12. with my father | 20. at the post office |

COMPOSITION

192. *Write a letter to a friend, telling some interesting story about Geckos.*

Tell the phrases that you have used in your letter.

193. *Write a letter to your father, telling him some interesting facts that you have learned in school.*

ADJECTIVE PHRASES

194. *Read these groups of words. Tell what noun each adjective and each phrase modifies:—*

1. The largest boy in my school
2. The sharp end of the pencil
3. The smooth side of the board
4. The bell of justice
5. The cruel owner of the horse
6. The largest river in the world
7. The youngest person in the family
8. The longest lesson in the book
9. All the people of the barrio
10. The oldest man in the town
11. The rocky banks of the river
12. The important products of Cebú

When phrases are used, like adjectives, to modify the meaning of nouns or pronouns, they are called **Adjective Phrases**.

In these sentences, are the phrases placed before or after the nouns that they modify?

195. *Copy these sentences. Draw a line under each adjective phrase. Tell what noun each phrase modifies:—*

1. The name of this flower is sampaguita.
2. The flowers of the ilang-ilang are green.
3. The dark cloud of smoke rose slowly.
4. The edges of the leaves of my book are torn.
5. A large tract of level land is called a plain.
6. The large white bird in the tree is a parrot.
7. The narrow streets of the city were hot and dusty.
8. The road to the city is hard and smooth.
9. The capital of the United States is Washington.

196. *Copy the following sentences. In the place of each blank write an adjective word or an adjective phrase:—*

1. The bird is the eagle.
2. leaves were torn by the wind.
3. The products are sugar, abaca, tobacco, and copra.
4. The horse was sold to the merchant.
5. lady gave me a basket.
6. tree is the narra.
7. The ocean is called the Pacific.

COMPOSITION

197. Adjective word modifiers are usually placed before the nouns that they modify, but adjective phrase modifiers are placed after them.

Copy the following :—

ADJECTIVE WORD	book	ADJECTIVE PHRASE
<i>the new</i>	}	<i>from America</i>
<i>an old blue</i>		<i>with gilded edges</i>
<i>the leather-covered</i>		<i>with iron clasps</i>
<i>a small white</i>		<i>on the desk</i>

In the same way write adjective word and phrase modifiers with each of these nouns :—

- | | | |
|-----------|----------|---------|
| 1. house | 3. jar | 5. bird |
| 2. flower | 4. horse | 6. hat |

198. *Go to the market in your town. Observe the different people and things that you see. Think of the adjective words or phrases that you could use to describe them.*

Make a list of the more important persons or things, and write with their names the adjective modifiers that most accurately describe them as in Exercise 197.

199. *Write a composition, having the title A Visit to a Market. Use short sentences. Describe the persons and things seen. Use this outline :—*

- I. Going to the market. — The time, weather, road, street, people going, vehicles.
- II. The people in the market. — Their movements, talking, dress, buying and selling.
- III. Some of the most interesting things seen.
- IV. Some especially interesting thing, person or incident seen.

ADVERBIAL PHRASES

200. *Read these sentences. Tell what verb each adverb and each phrase modifies :—*

1. The boy ran away.
2. He fell into the river.

3. A woman walked slowly over the bridge.
4. Fish swim swiftly through the water.
5. He wrote carefully on the paper.
6. The boat floated slowly down the river.
7. Father spoke kindly to the beggar.
8. He went early to the city.
9. The bird flew directly to the nest.
10. We live now in the country.

When a phrase is used, like an adverb, to modify the meaning of a verb, it is called an **Adverbial Phrase**.

Adverbs and adverbial phrases are usually placed after the words that they modify.

201. *Copy the following sentences. Draw a line under each adverbial phrase, and tell what verb it modifies:—*

1. Many Igorots live in Benguet.
2. Their villages are in the valleys.
3. The Manguianes live on the island of Mindoro.
4. Their homes are in the mountains.
5. Verde Island Passage is between Batangas and Mindoro.
6. The ships were sailing toward the west.
7. Taal Volcano is on an island in Taal Lake.
8. Much sugar is made in Occidental Negros.
9. Manila was attacked by Limahong in 1574.
10. Steamboats were brought to the Philippines in 1861.

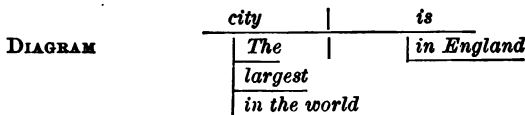
202. *Copy these sentences, writing an adverbial phrase in place of each blank:—*

1. The city of Manila is
2. My father has gone

3. Much rice is raised
4. My pencil is lying
5. Cocoanut groves grow best
6. Coal is found
7. The Cuyo Islands are
8. Davao is
9. Indigo is made
10. The women are going

203. Write each of these sentences on a diagram. Then write an analysis of each sentence:—

1. The largest city in the world is in England.

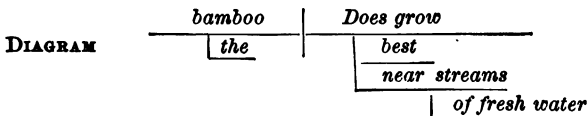


ANALYSIS :— This sentence is a statement. The whole subject is *the largest city in the world* and the whole predicate is *is in England*.

City is the simple subject. It is modified by the adjectives *The* and *largest*, and by the adjective phrase *in the world*.

The simple predicate is *is*. It is modified by the adverbial phrase *in England*.

2. Does the bamboo grow best near streams of fresh water?

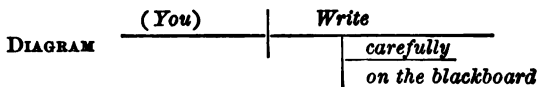


ANALYSIS :— This sentence is a question. The whole subject is *The bamboo*. The whole predicate is *does grow best near streams of fresh water*.

Bamboo is the simple subject. It is modified by the adjective *the*.

Does grow is the simple predicate. It is modified by the adverb *best* and by the adverbial phrase *near streams*. The noun *streams* is modified by the adjective phrase *of fresh water*.

3. Write carefully on the blackboard.



ANALYSIS:— This sentence is a command. The subject of the sentence is not given, but is understood to be the pronoun (*You*). The subject has no modifiers. The whole predicate is *Write carefully on the blackboard*.

The simple predicate is *Write*. It is modified by the adverb *carefully*, and by the adverbial phrase *on the blackboard*.

4. The largest bird in the world lives in South America.
5. The little boy ran quickly to his mother.
6. An old man from the country walked in the middle of the street.
7. Cocoanuts grow in a cluster among the leaves at the top of the tree.
8. The women of the barrio were washing on the rocks in the river.
9. A large casco came slowly up the river.
10. The roof of the house was covered with nipa.
11. Will you walk to school with me?

COMPOSITION

204. Read these sentences:—

1. Once many Negritos lived on these islands.
2. To-day only a few small groups remain.
3. Last month there were severe typhoons.
4. This year I have attended the high school.
5. Next summer we shall visit friends in Bohol.

In these sentences, what words answer the question **when?** These words — *once, to-day, last month, this*

year and *next summer* — are used as adverbs to tell the time of the action stated by the verb.

Write sentences, using these words as adverbs:—

- | | | |
|---------------|------------------|-----------------------|
| 1. to-day | 6. last Friday | 11. yesterday morning |
| 2. yesterday | 7. next Tuesday | 12. once upon a time |
| 3. last month | 8. this morning | 13. a long time ago |
| 4. next week | 9. last evening | 14. to-morrow night |
| 5. every day | 10. once a month | 15. twice a week |

205. Anywhere, nowhere, somewhere, everywhere.

Anywhere means *in any place*.

Everywhere means *in every place*.

Somewhere means *in some place*.

Nowhere means *in no place*.

Copy these sentences, writing anywhere, nowhere, everywhere or somewhere in place of each blank:—

1. Where have you been, Sixto? I haven't been
Did you think I had gone?
2. The indigo plant grows in the Philippines.
3. I have lost my pocket knife I have looked
. . . . I think it is in the house.

206. Write sentences in answer to these questions:—

1. When did Magellan arrive in the Philippines?
2. On what day was the Declaration of Independence signed? Where was it signed?
3. When was George Washington born? When and at what place did he become first president?
4. When and where was José Rizal born? When and where was he executed?

5. Where does the Cagayan River rise and into what does it flow?

6. Where are the Sierra Madre mountains? In what direction do they extend?

Analyze the sentences that you have just written.

Tell the adverbial phrases and what verb each phrase modifies.

207. **Diary.** A diary is a record of the important things that one does or observes on each day.

Copy this record of three days from a girl's diary:—

May 3. Early in the morning I went to see Aunt Ramona. She was embroidering a handkerchief for Cousin Felipe. She taught me how to darn a stocking. While we were sewing, she told me many interesting stories.

May 4. Cousin Felipe brought me home in the carromata.

May 5. To-day there was a fiesta. I went to the church at seven o'clock. Luisa returned with me. We made cake and some chocolate candy. In the afternoon we saw the procession and in the evening we heard the band play.

208. *Write on folded sheets of paper or in a book a diary for one week, beginning to-day.*

Write the date of each day. Use short sentences.

209. *Imagine that you are taking a journey for five days. Write a diary, telling where you go and the interesting things that you do and see on each day.*

PREPOSITIONS

210. *Read the following phrases with the words that they modify:—*

- | | |
|--|---|
| 1. ran <u>to</u> the schoolhouse | 15. a basket <u>for</u> you |
| 2. hangs <u>over</u> the table | 16. man <u>in</u> the boat |
| 3. sat <u>on</u> the bench | 17. fell <u>from</u> the tree |
| 4. slept <u>after</u> dinner | 18. lies <u>on</u> the table |
| 5. worked <u>before</u> breakfast | 19. jumped <u>into</u> the water |
| 6. rode <u>down</u> the hill | 20. stood <u>near</u> the water |
| 7. was <u>between</u> the box
and the jar | 21. lost <u>among</u> the leaves |
| 8. roof <u>of</u> the house | 22. ran <u>around</u> the room |
| 9. talked <u>about</u> the house | 23. whispered <u>during</u> school
hours |
| 10. was <u>under</u> the house | 24. went <u>across</u> the river |
| 11. walked <u>through</u> the door | 25. ran <u>against</u> a tree |
| 12. lives <u>at</u> my house | 26. is <u>behind</u> the house |
| 13. grew <u>by</u> the brook | 27. wait <u>until</u> to-morrow |
| 14. side <u>of</u> the road | 28. wrote <u>with</u> a pen |

What words begin these phrases? These words are called **Prepositions**.

211. *Read the following sentences:—*

1. The hat lay the table.

Do you understand this sentence? Why do you not understand it? (There is no connection between the words *lay* and *table*.) What word could we use to show this connection? (*On, under or near*.)

2. The hat lay on the table.
3. The hat lay under the table.
4. The hat lay near the table.

The preposition *on* connects the word *lay* with the word *table*. It tells where the hat *lay* in relation to the *table*.

The preposition *under* also connects *lay* with *table*, but it shows a different relation between these words.

The preposition *near* connects *lay* and *table*, and shows another relation between them.

In the phrases in Exercise 210, tell what words are connected and related by each preposition.

212. The noun or pronoun used with a preposition to form a phrase is called the **Object** of the preposition.

<i>the end of the lesson</i>	<i>the hat for me</i>
<i>the bridge over the river</i>	<i>received from him</i>

In these phrases, *lesson* is the object of the preposition *of*; *river* is the object of the preposition *over*; *me* is the object of *for*, and *him* is the object of *from*.

We can find the object of a preposition by using *what* or *whom* after the preposition to ask a question:—

The ball fell into the well. Into what? Into the well.
He gave the top to me. To whom? To me.

A **Preposition** is a word used with a noun or a pronoun to form a phrase, and to connect the noun or pronoun with some word that the phrase modifies.

213. *Read again the phrases in Exercise 210. Tell—*

1. Which of the words are prepositions.
2. What word is the object of each preposition.

214. Copy the following words, which are used as prepositions:—

at	up	upon	above	about	beyond
by	down	into	below	after	across
on	with	under	beside	before	between
of	over	near	until	against	through
for	from	among	around	among	during

215. Copy the following words, writing a preposition in place of each blank:—

- | | |
|----------------------------------|---------------------------------|
| 1. waited my brother | 14. went the city |
| 2. the top the tree | 15. jumped the water |
| 3. walked the brook | 16. rolled the desk |
| 4. spoke the man | 17. flew the air |
| 5. looked me | 18. sent a friend |
| 6. ran away the forest | 19. strength the wind |
| 7. played his top | 20. ill a fever |
| 8. sold a hat a dollar | 21. worked my hands |
| 9. went the river | 22. see the eyes |
| 10. took the pen the boy | 23. go breakfast |
| 11. bird the tree | 24. sailed the earth |
| 12. made clay | 25. sat me |
| 13. baked an oven | 26. took a pen the desk |

216. Copy these sentences:—

The soldier fought	{	for his friends.
		<u>with</u> his friends.
		<u>against</u> his friends.
		<u>beside</u> his friends.
		<u>between</u> his friends.
		<u>near</u> his friends.

I walked { into the house.
around the house.
under the house.
through the house.
against the house.
before the house.
behind the house.

As in the Exercise above, write phrase modifiers to each of the following sentences, using several prepositions in place of each blank:—

1. The man stood the tree.
2. My pencil is the desk.
3. The carabao ran the mud.
4. The water is the jar.
5. The book lay the slate.

217. We should use only the following pronouns as objects of prepositions: *me, him, her, us, them, it, you* and *whom*.

Copy these phrases. Use each phrase in a sentence:—

- | | | |
|--------------------|-----------------------|----------------------------|
| 1. at <u>me</u> | 10. with <u>him</u> | 19. among <u>them</u> |
| 2. to <u>me</u> | 11. over <u>us</u> | 20. around <u>them</u> |
| 3. for <u>me</u> | 12. into <u>it</u> | 21. from <u>whom</u> |
| 4. with <u>me</u> | 13. above <u>me</u> | 22. between <u>them</u> |
| 5. near <u>me</u> | 14. to <u>whom</u> | 23. against <u>you</u> |
| 6. from <u>him</u> | 15. before <u>us</u> | 24. beside <u>him</u> |
| 7. from <u>her</u> | 16. about <u>him</u> | 25. with <u>whom</u> |
| 8. after <u>us</u> | 17. above <u>him</u> | 26. for Juan and <u>me</u> |
| 9. near <u>her</u> | 18. after <u>them</u> | 27. for Ines and <u>me</u> |

218. *Copy these sentences, writing a pronoun in place of each blank:—*

1. He gave the book to
2. Juan and I are going with
3. They have some oranges for
4. They gave the oranges to Juan and
5. Who sold this hat to
6. To did you give the pencil?
7. With did you go to the market?
8. From did you get this pencil?
9. These pens were bought by
10. You may use one of
11. My brother sits beside
12. Our teacher gave the books to
13. Tomás, may I play with

COMPOSITION

219. Some adverbs may be expanded into adverbial phrases:—

He arose early.

He arose at an early hour.

We walked northward.

We walked toward the north.

Give me the box.

Give the box to me.

Copy these sentences, changing the underlined words into adverbial phrases:—

- | | |
|------------------------------------|----------------------------------|
| 1. He looked <u>nowhere</u> . | 8. Give <u>Pedro</u> the fan. |
| 2. The wind blew <u>eastward</u> . | 9. Make <u>Leon</u> a hat. |
| 3. The bird fell <u>downward</u> . | 10. Buy <u>mother</u> a dress. |
| 4. He walked <u>hastily</u> . | 11. Show <u>Ida</u> the fan. |
| 5. They traveled <u>slowly</u> . | 12. Get <u>teacher</u> the book. |
| 6. She came <u>immediately</u> . | 13. Bake <u>me</u> a cake. |
| 7. Tell <u>me</u> a story. | 14. Bring <u>me</u> a pin now. |

220. Use the following verbs, prepositions and adverbs in sentences. Use each verb with each preposition or adverb written with it. Notice the difference in the meaning of the sentences.

1. *call* — for, on, at

I will call for you (that is, stop to get you).

We shall call on Marta (that is, visit her).

We shall call at your house to-morrow (that is, we shall stop there to see you).

2. *live* — in, at, on

I live in a house.

I live at 29 Real St.

I live on rice and fish.

- | | |
|--------------------------------------|--------------------------------------|
| 3. <i>bought</i> — for, from, at, in | 17. <i>look</i> — for, at, like, out |
| 4. <i>sell</i> — to, for | of, on, into |
| 5. <i>speak</i> — to, for, about | 18. <i>think</i> — of, about |
| 6. <i>knock</i> — off, at, on | 19. <i>angry</i> — at, with |
| 7. <i>talk</i> — to, about | 20. <i>send</i> — to, for, away, |
| 8. <i>tie</i> — up, to, around | after |
| 9. <i>laugh</i> — at, with, about | 21. <i>stop</i> — at, for, up |
| 10. <i>fall</i> — on, into, over, | 22. <i>carry</i> — on, to, away, off |
| down | 23. <i>steal</i> — away, from |
| 11. <i>break</i> — off, up, apart | 24. <i>pass</i> — by, through, into |
| 12. <i>put</i> — out, away, off | 25. <i>sing</i> — to, for, with |
| 13. <i>believe</i> — in | 26. <i>stick</i> — to, on, with, by |
| 14. <i>die</i> — of, from, for | 27. <i>reach</i> — for, to, with |
| 15. <i>get</i> — to, for, from | 28. <i>make</i> — up, for, over, to |
| 16. <i>leave</i> — with, on, under, | 29. <i>read</i> — from, with |
| for | 30. <i>hide</i> — for, from, with |

221. Business Letters. Business letters should be brief and refer only to the main topic of the letter.

1. Copy this business letter:—

TARLAC, TARLAC, P.L.,
Oct. 3, 1906.

JOHN SMITH & COMPANY,
MANILA,
P.I.

SIRS: I inclose a post office money order for one dollar and fifty cents (\$1.50), for which please send me one Webster's Academic Dictionary.

Respectfully yours,

FLORA TORRES.

222. *Write a letter to a newspaper in Manila, inclosing the price of a year's subscription and order the newspaper to be sent to yourself. Mention the date at which your subscription is to begin.*

COMPLEMENTS

223. Read these sentences:—

1. Juan broke.
2. Juan broke his pencil.

In the first sentence, *broke* is not a complete predicate. In the second sentence, *pencil* is added to the verb *broke* to make the predicate complete.

3. The cat caught the mouse.
5. I bought a hat.
4. The boys threw the ball.
6. The boy is tall.

What is the verb in each of these sentences? What noun is used with each verb to make a complete predicate?

The word *mouse* tells what was *caught*. It is used with the verb *caught* to form a complete predicate

It is called the **Complement** of the verb *caught*.
What is the complement of the verb *threw*? Of
bought? Of *is*?

Some verbs do not require complements:—

Juan *runs*.

Fishes *swim*.

Juan *walks*.

Birds *fly*.

We can find the complement of a verb by using
what with the verb to ask a question:—

The cat caught what?

A mouse.

Juan broke what?

His pencil.

Frank is what?

My brother.

224. *Tell the verb and the word used as complement
in each of these sentences:—*

- | | |
|-------------------------------------|----------------------------------|
| 1.. Felipe is a boy. | 11. The man carries a cane. |
| 2. He ate an orange. | 12. The horse pulls the cart. |
| 3. The orange was large. | 13. The cart is heavy. |
| 4. I saw him. | 14. The horse is old. |
| 5. The dog has my hat. | 15. The driver is kind. |
| 6. He has torn it. | 16. He does not use a whip. |
| 7. We study grammar. | 17. I bought a knife. |
| 8. Maria is writing a letter. | 18. A boy sold his book. |
| 9. Pablo copied this sen-
tence. | 19. The girls have their fans. |
| 10. Boys can climb trees. | 20. Father has found a
penny. |

225. *Copy the following sentences. Complete the predi-
cates by writing a complement in place of each blank:—*

- | | |
|----------------------------|-------------------------------|
| 1. The man drank | 5. I can make . . . |
| 2. He ate | 6. Father bought |
| 3. The baby is . . . | 7. Mother cooked |
| 4. His eyes are . . . | 8. Dragon flies eat |

- | | |
|------------------------------|----------------------------|
| 9. José wrote | 15. The men pounded . . . |
| 10. Manila is | 16. Frank soiled |
| 11. Panay is | 17. We can see |
| 12. Bats have | 18. Mother found |
| 13. They are not | 19. Pedro cut |
| 14. A tailor makes | 20. I have lost |

226. Complements may be modified by words and by phrases :—

1. *The man carried a large basket of eggs.*
2. *Vicente is the oldest boy in our school.*
3. *The flower is very beautiful.*

In the first sentence, *basket* is the complement. It is modified by the adjectives *a* and *large*, and by the adjective phrase *of eggs*.

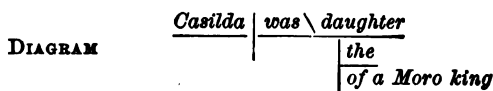
In the second sentence, *boy* is the complement. It is modified by the adjectives *the* and *oldest*, and by the adjective phrase *in our school*.

In the third sentence, the adjective *beautiful* is the complement. It is modified by the adverb *very*.

Read the following sentences. Tell the complement in each sentence and its word and phrase modifiers:—

1. Casilda was the daughter of a Moro king.
2. Her father was the king of Toledo.
3. The king loved his beautiful daughter.
4. Alfonso XIII is the King of Spain.
5. Legaspi was the first governor of the Philippines.
6. Zamboanga is the largest city on Mindanao.
7. Sugar is the most important product of Negros.
8. My father bought the little house near the river.
9. Write a short story about a parrot.

227. Write each of these sentences in Exercise 226 on a diagram. Analyze each sentence:—

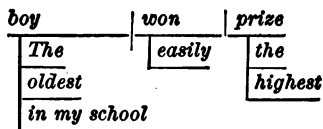


ANALYSIS :— This sentence is a statement. *Casilda* is the whole subject, and *was the daughter of a Moro king* is the whole predicate.

Casilda is the simple subject, and *was* is the simple predicate. *Daughter* is the complement of the verb *was*. The subject and the verb have no modifiers. The complement is modified by the adjective *the* and by the adjective phrase *of a Moro king*.

228. Write each of the following sentences on a diagram. Tell the kinds of words in each sentence:—

1. The oldest boy in my school easily won the highest prize.



The and *oldest* are adjectives, *boy* is a noun, *in* is a preposition, *my* is a pronoun, *school* is a noun, *easily* is an adverb, *won* is a verb, *the* and *highest* are adjectives and *prize* is a noun.

2. The faithful girl studied her lesson carefully.
3. The lazy boy soon forgot the advice of his father.
4. The honest farmer found a bag of money in his field.
5. The large fields of rice were waving in the breeze.
6. The pirates from Jolo sometimes had a hundred boats in their fleets.
7. They burned many cities in the Visayas.
8. The people built watch-towers near the seashore.
9. The Moros are now friends of the Christian Filipinos.
10. The Bagobos are very skillful in weaving cloth.

COMPOSITION

229. *Study this poem:—*

THE WIND AND THE MOON

Said the Wind to the Moon, "I will blow you out;
 You stare
 In the air
 Like a ghost in a chair,
Always looking what I am about —
I hate to be watched; I'll blow you out."

The Wind blew hard, and out went the Moon.
 So, deep
 On a heap
 Of clouds to sleep,
Down lay the Wind, and slumbered soon,
Muttering low, "I've done for that Moon."

He turned in his bed; she was there again!
 On high
 In the sky,
 With her one ghost eye,
The Moon shone white and alive and plain.
Said the Wind, "I will blow you out again."

The Wind blew hard, and the Moon grew dim.
 " With my sledge,
 And my wedge,
 I have knocked off her edge!
If only I blow right fierce and grim,
The creature will soon be dimmer than dim."

He blew and blew, and she thinned to a thread.

“One puff

More's enough

To blow her to snuff!

One good puff more where the last was bred,

And glimmer, glimmer, glum will go the thread!”

He blew a great blast and the thread was gone.

In the air

Nowhere

Was a moonbeam bare.

Far off and harmless the shy stars shone —

Sure and certain the Moon was gone!

The Wind he took to his revels once more:

On down,

In town,

Like a merry-mad clown,

He leaped and hallooed with whistle and roar —

“What's that?” The glimmering thread once more!

He flew in a rage — he danced and blew;

But in vain

Was the pain

Of his bursting brain;

For still the broader the Moon-scap grew,

The broader he swelled his big cheeks and blew.

Slowly she grew — till she filled the night,

And shone

On her throne

In the sky alone,

A matchless, wonderful silvery light,

Radiant and lovely, the queen of the night.

Said the Wind, "What a marvel of power am I!
 With my breath,
 Good faith,
 I blew her to death —
 First blew her away right out of the sky —
 Then blew her in; what a strength am I!"

But the moon she knew nothing about the affair;
 For high
 In the sky
 With her one white eye,
 Motionless, miles above the air,
 She had never heard the great Wind blare.

— GEORGE MACDONALD.

230. *Tell the meaning of these words:—*

stare	ghost	bred	vain	dimmer
watched	plain	revels	matchless	glimmer
muttering	snuff	clown	marvel	affair

231. *Copy three exclamations from these stanzas. Tell why they are exclamations.*

232. Personification. Why are *Wind* and *Moon* begun with capital letters in this story? They are spoken of as persons, or *personified*.

Explain the use of capital letters in these sentences:—

1. The Fox said to the Crow, "What a fine voice you have. Please sing for me."
2. The Hare said to the Tortoise, "Come, let us run a race."
3. The Wind said to the Sun, "I can make the man take off his coat."

233. *Tell the story of **The Wind and the Moon**.*

What lesson does the story teach?

234. *Make an outline of the story.*

235. *Write the story, using your outline. In writing quotations, what rule should you remember?*

CONJUNCTIONS

236. *Read these sentences:—*

1. Leon walks and runs.
2. He writes slowly and carefully.
3. He has no books nor pencils.

What are the verbs in the first sentence? What word connects them? In the next sentence, what words are connected by *and*? What word connects *books* and *pencils*?

These words—*and* and *nor*—are used to connect words. They are called **Conjunctions**.

4. The boys have been to Manila and to Hongkong.
5. The pupils wrote their names in their books and on their slates.

In these sentences, what phrases are connected by the conjunction *and*?

6. Birds fly and fishes swim.
7. I dropped my pencil but it was not broken.

Each of these sentences is composed of two short sentences, which are connected by the conjunction *and* or *but*.

A Conjunction is a word used to connect words, phrases or sentences.

The following words are used as conjunctions :—

and	nor	because	before	either — or
but	if	while	than	neither — nor
or	that	after	as — as	whether — or

Some conjunctions are used in pairs :—

both — and	Both <i>Mt. Halçon</i> and <i>Mt. Apo</i> are volcanoes.
so — as	<i>Mt. Halçon</i> is not so high as <i>Mt. Apo</i> .
as — as	<i>Marta</i> is as old as <i>Luisa</i> .
either — or	You may have either a pen or a pencil.
neither — nor	<i>Leon</i> has neither written nor studied his lesson.
whether — or	I do not know whether I shall go or stay at home.

237. Copy the following sentences. Tell what words are conjunctions and what words, phrases or sentences each conjunction connects :—

1. Clotilda has neither pen nor pencil.
2. This animal is neither a bat nor a bird.
3. I wish to play either with Leon or with Martin.
4. You may study either arithmetic or geography.
5. Both Leon and I like to fly kites.
6. Mindanao is not so large as Luzón.
7. I am as tall as you are.
8. Both Vigan and Baguio are in northern Luzón.
9. The climate of Vigan is not so cool as the climate of Baguio.
10. Pretty flowers grew beside the road and in the fields.
11. The road was muddy and we had to ride in a cart.

12. The carabao moved very slowly because the road was very muddy.
13. A storm came while we were in the cart.
14. We stopped at a house and waited for the storm to pass.
15. The road is softer now than it was before the rain.
16. The sun was setting when we reached home.
17. Both father and mother were waiting for us.
18. We were tired and hungry.

238. A preposition is used with a noun or a pronoun to form a phrase. It introduces the phrase and shows the relation between its object and the word which the phrase modifies:—

swam in the water

roof of the house

In is used with the noun *water* to form the phrase *in the water*. It shows the relation between *water* and *swim*. *Of* introduces the phrase *of the house*. It is a part of the phrase, but also connects the phrase to the word *roof* which it modifies.

(Read Exercises 210, 211, 212.)

A conjunction only connects words, phrases or sentences. Conjunctions are not used to form phrases. They connect or bind the parts of the sentence together:—

Maria and Marta

run and jump

books and slates

slowly and carefully

in the city and in the country

over the river and through the village

Sugar is sweet but vinegar is sour.

The mangoes are ripe and they should be picked.

Some words are used both as prepositions and as conjunctions : —

He ran after me. (Preposition.)

He arrived at the station after the train had gone. (Conjunction.)

We arose before sunrise. (Preposition.)

The bell rang before I started for school. (Conjunction.)

All of the boys but Leon were there. (Preposition.)

He wished to go but he had to help his father. (Conjunction.)

The beggar asked for a glass of water. (Preposition.)

He begged for water for he was very thirsty. (Conjunction.)

There has been no rain since October. (Preposition.)

We have not heard from Marco since he left Manila for Shanghai. (Conjunction.)

COMPOSITION

239. Conversation. *Talk about Mosquitoes.*

Get a glass jar. Place in it some water containing mosquito larvæ and some adult mosquitoes. Notice how the larvæ move in the water. Make drawings of them. Why do they come to the top of the water? What is the little tube near the tail for?

Notice the pupæ that float just under the surface of the water. How do they differ from the larvæ? Notice how the mosquito comes out of the pupa case, dries its wings and flies away.

Talk about the adult mosquito. Notice his head — the antennæ; the proboscis with which it bites; the large eyes; the thorax; the legs and wings; the abdomen. Notice its size and color.

Where in the town do mosquitoes hatch? What harm do they do? Tell how they carry diseases—cholera, malaria and smallpox. How can their breeding be best prevented?

Make an outline of a composition about Mosquitoes.

240. *Write a composition about Mosquitoes. Tell the conjunctions that you have used.*

COMPOUND SUBJECT

241. *Read these sentences:—*

1. Wasps and bees are insects.
2. Longfellow and Lowell are American poets.
3. Bananas, oranges and guavas are excellent fruits.
4. Tobacco, hemp, copra, sugar and rice are the most important products of the Philippines.

What is the predicate of the first sentence? How many things are spoken of? Then how many subjects has this sentence? The second sentence also has two subjects—*Longfellow* and *Lowell*.

What are the subjects of the third sentence? How many subjects has the fourth sentence? How many predicates are there in each of these sentences?

Two or more connected subjects that have the same predicate form a *Compound Subject*.

Copy each of the following predicates, writing a compound subject in place of the blanks:—

(Review Exercise 95.)

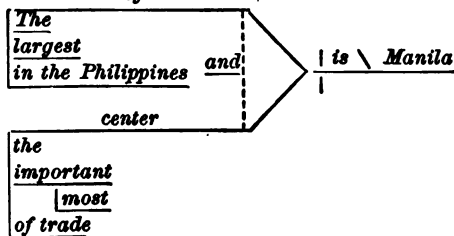
1. and are animals.
2. are insects.

3. are valuable woods.
4. are made of iron.
5. are cities on Luzón.
6.
. are the names of my best friends.
7. are minerals.
8. are the largest cities in the world.
9. are domestic animals.

242. Write each of the following sentences on a diagram. Analyze each sentence:—

1. The largest city in the Philippines and the most important center of trade is Manila.

DIAGRAM
city



ANALYSIS

The whole subject of this sentence is *The largest city in the Philippines and the most important center of trade*. The whole predicate is *is Manila*.

The subject is compound. The simple subjects are *city* and *center*.

City is modified by the adjectives *the* and *largest* and by the adjective phrase *in the Philippines*. *Center* is modified by the adjectives *the* and *important* and by the adjective phrase *of trade*. *Important* is modified by the adverb *most*. The subjects are connected by the conjunction *and*.

The predicate consists of the verb *is* and the complement *Manila*.

2. Farming and the manufacture of cloths are the chief industries in Panay.
3. Tawi Tawi and other islands in the Sulu Archipelago were the homes of the Moro pirates.

4. Neither the cocoa palm nor the buri palm grows in Benguet.
5. The Philippines, Mexico and the countries of South America once belonged to Spain.

COMPOSITION

243. *Write in one sentence, having a compound subject, the answer to each of these questions:—*

1. What are the most important products of your province?
2. Who have been governors of the Philippines since 1898?
3. What are the most important fiber-producing plants of the Islands?
4. What tools are used by a carpenter?
5. What are the largest cities of Europe?

244. **Story Telling.** *Read this story:—*

THE BAG OF WINDS

Many years ago Odysseus lived in Greece. He was a great man and did many wonderful deeds. He fought bravely in a long war in a distant country. When the war was over, he started for home with his men in a ship.

On the way he came to an island where Æolus lived. Æolus was the king of the winds. He was very kind to Odysseus and his men. Before the ship sailed, the king gave Odysseus a large bag. It was tied with a silver string. It contained all the winds except the east wind. This wind would take the ships home. "Do not open the bag while you are on the ship," said the king to Odysseus.

Odysseus took good care of the bag. He told the men not to touch it. He watched it day and night without

sleeping. For nine days and nights the east wind blew. The ship dashed through the water and was nearly home. On the tenth day Odysseus fell asleep.

While he slept, one of the men said, "Let us look into the bag. Odysseus will not know that we have opened it." They thought the bag contained some great treasure. They wished to see it. Then they untied the silver string.

Whizz! Roar! Out rushed all the winds together. They dashed waves over the ship and washed some of the bad sailors overboard. The storm lasted many days. The winds blew the ship far away. Many years passed before Odysseus reached his home.

Directions for writing a story:—

1. Every story should have a beginning, which tells whom or what the story is about and where and when it happened. This is called the **Introduction**.

Who was Odysseus? Where and when did he live? Where had he been? What was he going to do?

2. A story should be told in the order in which the events occurred.

What is mentioned first in the second paragraph? What did the king give Odysseus? What did he say?

What is mentioned first in the third paragraph? How long did Odysseus watch the bag without sleeping? What happened on the tenth day?

What did one of the men say while Odysseus was asleep? Why did the men wish to open the bag? What did they do? In what paragraph is this told?

3. Every story should have a **Conclusion**. This tells what the results of the events of the story are.

What was the result of the men's disobedience? In what paragraph is this stated?

A story should not tell anything that is not necessary to make it understood or interesting.

245. *Write outlines of the stories in Exercise 68, Exercise 70 and Exercise 104.*

Write an outline of a story that you have learned. Then write the story.

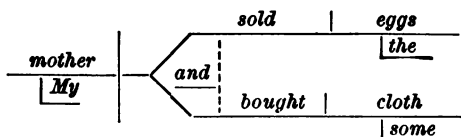
246. *Write the story, using this outline:—*

- I. Introduction.
 1. Who Odysseus was.
 2. Where he lived and when.
 3. What he had been doing.
 4. What he was going to do.
- II. The ship stops at King Æolus's island.
 1. Who King Æolus was.
 2. His treatment of Odysseus.
 3. What he gave him.
 4. What he said.
- III. The journey after leaving the island.
 1. Odysseus's care of the gift.
 2. The first nine days and nights.
 3. The tenth day.
- IV. Disobedience of Odysseus's men.
 1. What one of the men said.
 2. Why the men wished to open the bag.
 3. The bag was opened.
- V. Conclusion.
 1. The winds rushed out.
 2. What the winds did.
 3. End of the journey.

COMPOUND PREDICATE

247. Copy these sentences and diagrams:—

1. My mother sold the eggs and bought some cloth.



What is the subject of this sentence? How many things are said about *My mother*? Then how many predicates has the sentence? What conjunction connects them?

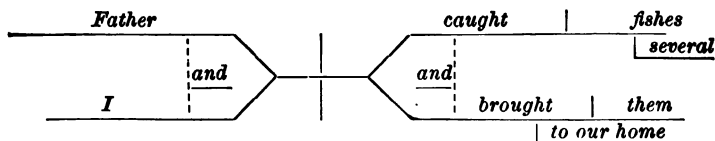
2. The farmer plows the land, sows the seed and gathers the grain.

How many predicates has this sentence? What is the first predicate? The second predicate? The third predicate? What conjunction connects these predicates?

A sentence may have two or more predicates.

Two or more connected predicates that have the same subject form a *Compound Predicate*.

3. Father and I caught several fishes and brought them to our home.



How many subjects and how many predicates has this sentence? A sentence may have a compound subject and a compound predicate.

248. *Copy these sentences. Write each sentence on a diagram. Then analyze each sentence:—*

1. I took my books from the desk and gave them to my teacher.
2. The Moros came with large fleets and burned many cities.
3. Manuel went to the church and knelt upon the floor.
4. He repeated the prayers and sang with the people.
5. The sugar cane is cut, hauled to the mill and crushed.
6. I carried some water for my mother, went to school, studied my lessons and worked with my father in the fields.

COMPOSITION

249. *Write a compound predicate with each of the following subjects:—*

- | | |
|---------------|-------------------|
| 1. The baker | 4. The blacksmith |
| 2. The sailor | 5. The fisherman |
| 3. The weaver | 6. The hat maker |

250. *Combine the sentences in each of the following groups so as to form only one sentence, having one subject and a compound predicate. Then write each sentence on a diagram:—*

1. We saw the lightning.
We heard the thunder.

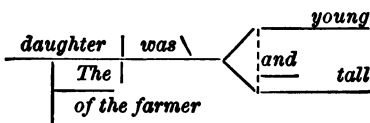
We saw the lightning and heard the thunder.

2. José Rizal studied medicine.
He became a doctor.
3. He wrote several books.
He painted pictures.
4. He loved justice.
He died for his country.
5. Dr. Rizal traveled in many countries.
He saw many peoples.
He learned many things.
He spoke many languages.

COMPOUND COMPLEMENTS

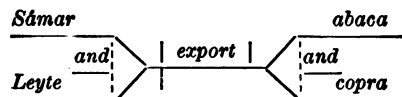
251. Read the following sentences. Copy the diagrams:—

1. The daughter of the farmer was young and tall.

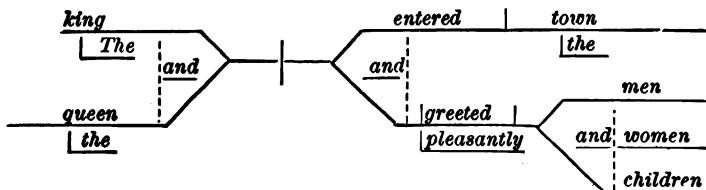


What is the subject of this sentence? What is the predicate? What is the verb in the sentence? What words are used as complements? *Young* and *tall* form a **Compound Complement**.

2. Sámar and Leyte export abaca and copra.



3. The king and the queen entered the town and greeted men, women and children pleasantly.



252. Analyze each of the following sentences:—

1. I give my heart and my hand to my country.
2. We should show love and confidence toward our friends.
3. Five great virtues are honesty, industry, patriotism, faith and charity.
4. We saw neither the mayor nor the secretary.
5. The most important volcanoes in the Philippine Islands are Mayón in Albay, Mt. Apo in Mindanao and Taal in Lake Taal in Batangas.
6. The people of Pangasinan are industrious, peaceful and fond of their homes.
7. The Babuyan and Bantanes Islands have many mountains and fertile valleys.
8. Most Chinese and Japanese have black hair, dark, slanting eyes and a yellow skin.

COMPOSITION

253. Complete the following sentences by writing complements in place of the blanks:—

1. The moon is
2. The products of China are
3. In the market the people buy and sell

4. The chief officers in each municipality are
5. The members of the Assembly from this province are
6. The names of the important uncivilized peoples in the Philippines are

254. *Combine the sentences in each of the following groups so as to form one sentence having a compound complement. Write each sentence on a diagram:—*

1. George Washington was a great general.
George Washington was the first President of the United States.
2. The hunters caught two monkeys.
The hunters caught a deer.
The hunters killed a crocodile.
The hunters killed a wild carabao.
3. The continent of Asia has many large plains.
The continent of Asia has many long rivers.
The continent of Asia has many high mountains.
4. The city contains wide, clean streets.
The city contains many beautiful buildings.
The city contains a few large churches.

255. *Write what you can about Rice, telling—*

1. When it is planted. 2. How it is planted. 3. When and how it is gathered. 4. How it is threshed. 5. How it is cleaned and hulled. 6. For what it is used.

Tell what conjunctions are used in your sentences and what each conjunction connects.

Tell the prepositions and what phrase each preposition introduces.

256. Letter Writing. — Invitations.**1. Copy this letter of invitation:—**

48 CALLE REAL, MANILA, P.I.,
July 16, 1909.

MY DEAR ALFREDO:—

We shall be pleased to have you at dinner with us on Wednesday evening next at half-past seven o'clock. Some of your schoolmates in the College will also be here.

Yours cordially,

PACIFICO ARENETA.

MR. ALFREDO ZAMORA,
MANILA, P.I.

2. Copy this reply:—

86 UNION ST., MANILA, P.I.,
July 17, 1909.

DEAR PACIFICO:—

I accept with great pleasure your kind invitation to dine with you and our schoolmates on Wednesday evening next.

Yours sincerely,

ALFREDO ZAMORA.

MR. PACIFICO ARENETA,
48 CALLE REAL.

3. Copy this letter:—

86 UNION ST., MANILA, P.I.,
July 17, 1909.

DEAR PACIFICO:—

I am very sorry that I cannot accept your kind invitation to dine with you and our schoolmates on Wednesday evening next, for I shall be in Batangas on that day.

Sincerely yours,

ALFREDO ZAMORA.

MR. PACIFICO ARENETA,
48 CALLE REAL.

257. Write a letter, inviting a friend to a birthday party at your home. Also write his letter accepting or not accepting it.

INTERJECTIONS

258. Read these sentences:—

1. Hello! How do you do?
2. Halt! Who goes there?
3. Help! Help! I am drowning!
4. Pooh! I'm not afraid.
5. Pshaw! What do I care?
6. O father! Listen to me!
7. Alas! He is dead.
8. Hurrah! We won the race.

In the eighth sentence, what word expresses joy? What word in the seventh sentence expresses sorrow? What words in the sixth sentence express feeling? What word in the fifth sentence expresses contempt? In the other sentences, what words are used to express feeling? What feeling does each express?

These words — *Hurrah*, *Alas*, *O father*, *Pshaw*, *Pooh*, *Help*, *Halt* and *Hello* — are used with sentences to express sudden feeling. They are independent of the sentences. They are called **Interjections**.

The mark placed after an interjection is called an **Exclamation Point**.

An *Interjection* is a word used to express sudden feeling, and is not related to the other words of the sentence.

Hurrah!

We	won	game
		the

Copy the following words that may be used as interjections:—

Oh!	Hush!	Behold!	Run!
Ah!	Hello!	Look!	Dear me!
Ha! ha!	Hurrah!	See!	Oh, dear!
Help!	Well!	Pshaw!	Good-by!
Hark!	Beware!	Bosh!	What!
Pooh!	Good!	Indeed!	Hey!

259. *Copy the following sentences:—*

1. Beware! You may fall into the water.
2. Well! I don't care..
3. Pshaw! The old man is crazy.
4. Pooh! Pooh! I'm not afraid of water.
5. Help! Help! He has fallen into the river.
6. Run! Get the doctor.
7. Oh, dear! Where is my hat?
8. Hark! I hear some one calling.
9. Hello! Who is there?

260. *Copy the following sentences, writing an interjection in place of each blank:—*

1. What was that sound?
2. I don't care for the dark.
3. The train is coming.
4. There is smoke coming from the roof.
5. The house is on fire!
6. Our class won the race.
7. I don't believe it.
8. That is a good joke.
9. I am so tired!
10. Be quiet. He is asleep.

COMPOSITION

261. Letter Writing. *Write a letter to your superintendent, telling—*

1. Your full name. 2. The date of your birth.
3. How long you have attended school and where.
4. The grade you are now in. 5. The subjects you are now studying.

6. The number of pupils in your school. 7. The number of boys and girls in each grade. 8. The number of teachers. 9. The name of the principal and of the supervisor.

262. *Read the description of Mindanao in your geography. Learn all you can about it.*

263. *Write a description of Mindanao, using this outline:—*

I. Position.—1. In what part of the Philippines?
2. What islands and waters around it?

II. Size.—1. Area. 2. Compare it with the other islands.

III. Surface.—1. The mountains, valleys. 2. The character of the coast; the bays and headlands. 3. The soil. 4. The climate.

IV. Products.—1. Vegetable—lumber, rubber, fruits, etc. 2. Animal—horses, cattle, wool. 3. Mineral—iron, copper, gold, etc.

V. Cities and Towns.—1. Their location and size.
2. Why each is important.

VI. Manufactures and Commerce.—1. The most important manufactures and articles of trade. 2. Where sent.

VII. **The People.** — 1. Names of the important people. 2. Their number. 3. Where they live. 4. Their customs, government and other interesting facts about them.

PARTS OF SPEECH

264. We have now studied about nouns, pronouns, adjectives, verbs, adverbs, prepositions, conjunctions and interjections. All the words in the English language may be arranged in these eight classes which are called the **Parts of Speech**.

Copy and learn the following definitions of the Parts of Speech:—

A Noun is a word used as a name.

A Pronoun is a word used instead of a noun.

An Adjective is a word used to modify the meaning of a noun or a pronoun.

A Verb is a word used to state, ask, request or command something.

An Adverb is a word used to modify the meaning of a verb, an adjective or an adverb.

A Preposition is a word used to connect words and to show relation between them.

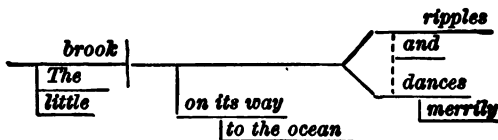
A Conjunction is a word used only to connect words, phrases or sentences.

An Interjection is a word used to express sudden feeling, and is not related to the other words of the sentence.

265. *Write each of the following sentences on a diagram. Tell the part of speech to which each word belongs:—*

1. The little brook ripples and dances merrily on its way to the ocean.

DIAGRAM



PARTS OF SPEECH

The and *little* are adjectives and modify *brook*.

Brook is a noun and is the subject of the sentence.

Ripples and *dances* are verbs and form the compound predicate of the sentence.

And is a conjunction. It connects the predicates.

Merrily is an adverb. It modifies the verb *dances*.

On is a preposition. It connects the noun *way* with the compound predicate and shows the relation between them.

Way is a noun. It is the object of the preposition *on*.

Its is a pronoun. It modifies *way*.

To is a preposition. It connects *way* and *ocean* and shows the relation between them.

The is an adjective. It modifies *ocean*.

Ocean is a noun. It is the object of the preposition *to*.

2. A tall, beautiful lady stood in the door of the mansion.
3. Manila is built on both sides of the Pasig River and has several bridges.
4. Beautiful ferns and soft mosses grew there in the cool shade of the high rocks.
5. The small waves gently washed the sandy shore.
6. A cool breeze from the ocean rustled the leaves of the palms.
7. Hark! Can you hear a bell?

266. Tell the part of speech to which each word belongs in the sentences in Exercise 190 and in the story of *The Bag of Winds*, Exercise 244.

267. A word may be used as more than one part of speech.

Please give me a drink.

Did you drink the water?

In the first sentence, *drink* is a noun; in the second sentence, *drink* is a verb.

The sea is calm.

For many days the ship was in a calm.

Calm yourself.

In these sentences, the word *calm* is used as an adjective, a noun and a verb.

Read the following sentences and tell the part of speech of each word printed in italics:—

1. The *soil* is very fertile.
2. The boy will *soil* his new clothes.
3. A man cannot *fly*.
4. A *fly* can *fly*.
5. The ball was in my *right* hand.
6. Always do *right*.
7. I *left* my book at home.
8. I can write with my *left* hand.
9. The boy fell *down*.
10. The boy fell *down* the stairs.
11. Name the nouns in the *above* sentence.
12. The balloon *rose* *above* the clouds.
13. This *rose* is small but fragrant.
14. *Well!* What do you want now?
15. Is your father *well*?
16. Please get some water from the *well*.
17. We will put our *trust* in God.
18. In God we *trust*.

19. *Love* your neighbor as yourself.
20. Every good friend deserves your *love* and sympathy.
21. This lesson is long and *hard* (difficult).
22. The boy works *hard* (industriously).
23. Why did you not come *before*?
24. He came *before* six o'clock.

COMPOSITION

268. In the following groups of words, those in each group sound alike but have different meanings.

Learn the meaning of each of these words. Then use it correctly in a sentence: —

<i>pane</i> , a square of glass	<i>herd</i> , of cattle
<i>pain</i> , suffering	<i>heard</i> , did hear
<i>quire</i> , 24 sheets of paper	<i>cruise</i> , sail back and forth
<i>choir</i> , a number of singers	<i>crews</i> , sailors of ships
<i>miner</i> , one who mines	<i>so</i> , in this way
<i>minor</i> , under voting age	<i>sow</i> , scatter seed
<i>die</i> , to cease to live	<i>sew</i> , with needle and thread
<i>dye</i> , to color	<i>bale</i> , a package
<i>canvas</i> , a kind of cloth	<i>bail</i> , surety
<i>canvass</i> , to solicit orders	<i>stake</i> , a stick, a wager
<i>core</i> , inner part	<i>steak</i> , a piece of meat
<i>corps</i> , a body of soldiers	<i>prays</i> , requests
<i>seam</i> , where cloth is joined	<i>praise</i> , commend
<i>seem</i> , appear	<i>preys</i> , seizes
<i>new</i> , fresh, not old	<i>vice</i> , wickedness
<i>knew</i> , had knowledge of,	<i>vise</i> , a tool
understood	<i>tale</i> , a story
	<i>tail</i> , of an animal

sore, tender
soar, to fly high
coarse, rough, unfinished
course, the way
cord, a string
chord, in music
pale, white in color
pail, a vessel of wood

loan, something lent
lone, single, by itself
heir, one who inherits
air, the atmosphere
weigh, to find the weight
way, the road or manner

THE WORD *THERE*

269. The word *there* is sometimes used to introduce a sentence. The subject is then placed after the verb: —

There are two birds in the tree.

There were many mangoes in the basket.

There is a large plain on Luzón.

In these sentences, *there* is used only to introduce the sentence. On a diagram, this use of *there* may be shown by separating it from the remainder of the sentence: —

There were five fishes in
the basket.

There were dark clouds in
the sky.

There
 fishes | *were*
 five | *in the basket.*

There
 clouds | *were*
 dark | *in the sky.*

Write each of these sentences on a diagram. Then analyze it:—

1. There are many palm groves along the shores of the islands.
2. There were many fruit bats in the trees.

3. There was a loom in every house along the street.
4. There are no elephants nor tigers in the Philippines.
5. There will be no school to-morrow.
6. There have been many typhoons this year.

270. The word *there*, when it begins a sentence, is sometimes an adverb:—

There your book is.

There we saw many people.

There we found a heron's egg.

In these sentences, *there* is an adverb. It points out or tells the place of the action.

In these sentences, tell whether there is used only to introduce the sentence, or as an adverb:—

1. There was a war between the Japanese and the Russians.
2. There the Japanese were fighting the Russians.
3. There much sugar cane is raised.
4. There are many sugar mills in this province.
5. There the men will build a new schoolhouse.
6. There is a new school building in this barrio.
7. There will be a large naval station at Olongapo.
8. There they will build many forts.
9. There the warships can anchor safely.
10. There is an excellent harbor at Olongapo.

COMPOSITION

271. *Read this description:—*

COFFEE RAISING

Coffee raising requires great care and often great expense. The climate should be warm, the soil should be

fertile and the plants should be protected from the winds. It grows best on hills or mountains at an elevation of about five hundred meters.

The seeds are first planted in a seeding ground called a nursery. When the plants are a year or more old, they are set out in rows. The plants are placed two or three meters apart.

Each year, as the trees grow, they are pruned so as to make their branches spread out and to keep them from growing more than eight feet high. The trees are six years old before they bear a full crop of coffee. They may live for twenty years and produce many pounds of coffee each year.

The flowers are small, white and very fragrant. They grow in clusters between the petioles of the leaves and the small stems. The fruit also grows in clusters. Inside the husk of the berry are two kernels, with their flat faces together. The kernels are surrounded by a soft pulp.

The ripe red berries are picked by men, women and children. The berries are then carried to a mill, where a machine takes off the pulp. The beans are next washed and scoured clean in a large vat until they are very white.

The next process is drying the kernels. They are spread out on large drying fields, which are covered with cement. Each day the kernels are carefully stirred by men with wooden rakes. The kernels must lie in the sun several weeks before they are thoroughly dry.

Each kernel has on it a skin like the skin of a bean. The skin of the dry beans is removed by a machine. This machine also separates the cleaned kernels from the skins.

These clean coffee kernels are of many shapes and sizes. They are separated and graded by passing them over a

number of sieves, having holes of different sizes. The coffee is then put into bags and is shipped to the markets.

Make an outline of this description.

272. *Tell how coffee is raised, using your outline.*

273. Conversation. *Describe the cacao tree.*

1. Where does it grow best? In what kind of soil and climate? How should the plant be protected?
2. How is it planted? How old is the plant before it begins to bear? How much will each plant bear?
3. In what do the beans grow? Describe the pod and the position and number of beans in a pod.
4. Tell how the pods are gathered and the beans are prepared for market.

274. *Make an outline of a composition on Raising Cacao.*

275. *Write a composition on Raising Cacao.*

276. *Copy the introduction to the following story, then complete the story:—*

THE FARMER AND HIS SONS

A farmer had seven sons who were always quarreling. They would not work together and they were not happy. The farmer wished to teach them to be friends.

Tell the part of speech of each word in the story.

REVIEW

1. Write sentences, using these words as complements :
slate, me, him, them, boy, horse, sentences.

2. Copy these sentences. Write a pronoun in place of each blank: 1. I know 2. He saw 3. It was 4. The girl was 5. I gave to 6. Father bought for
3. What is a conjunction? Write five words that are used as conjunctions. Use each conjunction in a sentence.
4. Write five sentences, each having a compound subject.
Write five sentences, each having a compound predicate.
5. What are the parts of a story? Write the introduction and the conclusion of a story.
6. Use the word *there* as an adverb and to introduce a sentence.
Write five sentences, each having a compound complement.
7. In a series of words, where is the comma placed? Where is the conjunction *and* placed? Write a sentence, giving the names of five insects.
8. What is an interjection? Write some of the words that are used to express sudden or strong feeling.
9. Write the definition of each of the parts of speech.

THE POSSESSIVE FORM OF NOUNS

277. *Read these sentences:—*

1. Leon's kite is broken.
3. The horse's name is Gogo.
2. This is a tailor bird's nest.
4. The baby's eyes are brown.

Whose kite is broken? What is added to the noun

Leon to show this? Whose nest is in the tree? Whose name and whose eyes are spoken of?

The apostrophe and *s* ('*s*) are added to the nouns *Leon*, *bird*, *horse* and *baby* to show whose *kite*, whose *nest*, whose *name* and whose *eyes* are spoken of. They show possession. These nouns are in the **Possessive Form** or the **Possessive Case**.

Are these nouns singular or plural?

To show possession we add an apostrophe and *s* to a singular noun.

278. Write sentences, using these words:—

- | | |
|----------------------|--------------------------|
| 1. an Igorot's house | 3. my friend's banca |
| 2. my father's cart | 4. the president's house |

279. Copy these words. Change them so as to show possession. Then use each word in a sentence:—

- | | | | |
|---------|---------|---------|------------|
| 1. boy | 3. hen | 5. Ana | 7. teacher |
| 2. aunt | 4. bird | 6. Luis | 8. child |

280. Copy these words:—

- | | | |
|----------------|-------------|---------------|
| the dogs' feet | girls' fans | herons' nests |
| horses' hoofs | boys' kites | spiders' legs |

Which of these nouns show possession? Are they singular or plural? With what letter does each end? What is added to each noun to show possession?

When a plural noun ends in *s*, only the apostrophe (') is added to show possession.

When a plural noun does not end in *s*, both the apostrophe and *s* ('*s*) are added to show possession:—

men's hats, children's toys, mice's tails, women's faces.

281. *Copy these nouns. Change them so as to show possession :—*

girl	man	bird	Luisa	child
girls	men	birds	boys	children
fish	fishes	horse	hares	flies
ant	doctor	aunt	sisters	calf

282. *Write sentences, using these words :—*

- | | |
|-----------------|------------------------|
| 1. men's hats | 3. Juan's sister |
| 2. horses' legs | 4. children's slippers |

COMPOSITION

283. *Read these groups of words :—*

- | | |
|--|--|
| 1. my cousin's fan
the fan of my cousin | 3. my mother's dress
the dress of my mother |
| 2. Leona's slippers
the slippers of Leona | 4. the daughter's love
the love of the daughter |

Into what phrase is the possessive noun *cousin's* changed? The possessive noun *Leona's*? *Mother's*? *Daughter's*? What preposition introduces these phrases?

A possessive noun may be changed into a phrase introduced by the preposition of.

284. *Change these possessive nouns into phrases and then use each phrase in a sentence :—*

- | | |
|--------------------------|---------------------------|
| 1. The teacher's desk | 5. A Chinaman's laundry |
| 2. The president's house | 6. A mother's care |
| 3. The horse's hoof | 7. The tortoise's shell |
| 4. A lion's roar | 8. The son's disobedience |

285. *Change the phrases in these groups of words into possessive nouns, and then use each in a sentence:—*

- | | |
|--------------------------------|-------------------------------|
| 1. The farm of my uncle | 5. The wish of Pablo |
| 2. The rations of the soldiers | 6. The salary of a teacher |
| 3. The claws of eagles | 7. The home of Sixto |
| 4. The temperature of a frog | 8. The dormitory of the girls |

286. The possessive noun may also be changed into a phrase introduced by **belonging to** or **owned by**:—

<i>her husband's house</i>	<i>the house belonging to her husband</i>
<i>Felix's horse</i>	<i>the horse owned by Felix</i>

Change the possessive nouns in these groups of words into phrases, using the words belonging to or owned by:—

- | | |
|--------------------------|-----------------------------|
| 1. My grandfather's home | 5. An Indian's wigwam |
| 2. The governor's horse | 6. Magellan's ships |
| 3. The country's flag | 7. The blacksmith's forge |
| 4. The merchant's shop | 8. The secretary's carriage |

287. Sometimes the possessive noun is used without the noun it modifies:—

That hat of Pablo's.

This fan of Marcia's.

288. *Write sentences, changing each of the possessive modifiers in these groups of words in two or more ways:—*

1. The soldier's sword

The sword of the soldier was broken.

The soldier's sword was old and rusty.

The sword belonging to the soldier was lost.

- | | |
|------------------------|-------------------------|
| 2. Ramon's kite | 5. The peoples' houses |
| 3. The children's feet | 6. Juan's sister's home |
| 4. The farmers' crops | 7. Mr. Tonco's family |

THE NUMBER OF PRONOUNS

289. *Tell the pronouns in these sentences. Tell for what word each pronoun is used:—*

1. I am a boy. My name is Leon. Juan plays with me.
2. Carlos loves his brother. His brother gave him a ball.
3. Ana is helping her mother. She is kind to her mother.
4. The bird is on its nest. It is a dove.

In these sentences, what pronouns are used instead of the name *Leon*? Instead of *Carlos*? Instead of *Ana*? Instead of *bird*? Are these nouns in the singular or the plural number?

The pronouns *I, my, me, he, his, him, she, her, hers, it* and *its* are used instead of nouns in the singular number.

290. *Copy these sentences. Write a pronoun in the singular number in the place of each blank:—*

1. . . . aunt is going to the city. . . . am going with her.
2. . . . am writing. This is . . . pen. Give . . . a pencil.
3. Felix lost . . . knife. . . . had a white handle. . . . father gave . . . to . . .
4. Juanita has . . . mother's parasol. . . . is not open. . . . is carrying it in . . . hand.

291. *Tell the pronouns in these sentences. Tell for what word or words each is used:—*

1. Frank and I are cousins. We are going to see our grandfather. He is always kind to us.

2. Luis and Anda are studying their geographies. They are industrious. They wish to learn about their country.
8. White ants make their nests of mud. They build covers over their roads. The covers protect them from the light.

In these sentences, what pronouns are used instead of the words *Frank* and *I*? Instead of *Luis* and *Anda*? Instead of *Ants*? Are these pronouns used instead of the names of one or more than one?

The pronouns *we*, *our*, *us*, *they*, *their* and *them* are used instead of the names of two or more persons, places or things. They are in the plural number.

292. *Copy these sentences. Write a pronoun in the plural number in the place of each blank:—*

1. The Igorots build villages in valleys. . . . rice fields are on the hillsides. . . . are industrious.
2. The boys and girls are carrying books. . . . are going to school. Do you know ?
3. Felipe and I went to the city. . . . bought a flag for school. . . . teacher gave the money for the flag.

293. *Tell the pronouns in these sentences. Tell for what word each pronoun is used:—*

1. Frank, where are you going? Why do you carry your slate?
2. Boys, what are your names? Where do you live?

Is the word *Frank* singular or plural? What pronouns are used instead of *Frank*? Instead of *Boys*? Is this word singular or plural?

The pronouns *you*, *your* and *yours* are used instead of nouns in either the singular or the plural number.

(Review Exercise 120, Sentences 14–17.)

A pronoun should be in the same number as the word or words for which it is used.

294. Copy these sentences. Write a pronoun in the place of each blank. Tell the number of each pronoun:—

1. Tomás, will bring book to?
2. live on the Philippine Islands. love
. country.
3. Gregorio is reading history. will know
. lesson. teacher gave the book
to
4. Luisa and Clotilda, ... may write lesson.
5. Martin and José are brothers. homes
are in Albay. do not live with now.
6. father rode to the city in carromata.
. is painted black. horse is white.

COMPOSITION

295. The words **much**, **any**, **a little**, **little**, **some**, **more** and **enough** are used to tell the *amount*, the *quantity* or *how much*.

Have you much money? No, I haven't any. Leon has some. Marta has a little. She will have more to-morrow. Pedro has enough to buy a pair of slippers. Sixto has

little money but much trouble. Father gets but little money for his labor.

Use each of these words in other sentences.

296. The words **many**, **few**, **a few** and **none** refer to the number, or tell how many:—

Have you many books? Yes, I have a hundred. A few of them are new. Few books are worth reading. I would rather have a few good books than many poor ones.

Few means only a small number. *A few* means some.

None means no one or not any:—

Have you any rice? No, I have none. (I have not any.) None of the pupils was absent to-day. (Not one was absent.)

Use many, few and a few in sentences.

Write ten sentences, using none in each.

Rewrite the sentences, using no one or not any in place of none.

297. **Either**, **Neither**, **Both**.

Either and **neither** refer to one of two persons or things.

Neither is used in negative sentences.

Either Pedro or Juan is at fault.

Neither Pedro nor Juan is at fault.

Both refers to two persons or things taken together:—

Both Pedro and Juan are at fault.

Write ten sentences, using either.

Rewrite these sentences, using first neither and then both in place of either.

298. Each, Every, All.

Each and every refer to all the persons or things taken separately.

All refers to the whole number of persons or things; to every one.

Each boy had a flag. Every boy had a flag. All of the boys had flags.

Write ten sentences, using each.

Rewrite these sentences, using first all and then every in place of each, as in the sentences above.

299. Read this story:—

COLUMBUS AND THE EGG

Christopher Columbus discovered America in 1492. He had spent many years in planning for that wonderful voyage across the Atlantic Ocean. He tried for many years to get ships and men for the voyage. At last the king and queen of Spain gave him ships. He crossed the ocean and discovered strange lands, which he thought were a part of India.

There was great rejoicing when he returned. He was hailed as a hero who had given a new world to Spain. The people crowded in the streets to see him. The king and queen welcomed him to their palace and listened with pleasure to the story of the voyage. Such great respect had never been shown to a common man.

But many men were jealous of Columbus. One day Columbus was at a dinner given in his honor. Some of

these jealous, conceited persons were there. They said : "Anybody can cross the ocean and sail along islands. It is the simplest thing in the world."

Columbus took an egg from a dish, and said, "Gentlemen, who among you can make this egg stand on end?"

One by one all the men at the table tried the experiment. Not one could do it. All said that it could not be done.

Then Columbus took the egg. He struck the small end on the table and broke it a little. The egg then easily stood upright.

"Gentlemen," said Columbus, "what is easier than to make an egg stand on end? You said it was impossible, but it is the simplest thing in the world. Anybody can do it *after he has been shown how.*"

Conversation. *Answer the following questions:—*

1. Who was Christopher Columbus? Where was he born? What did he believe about the shape of the earth? About sailing westward across the Atlantic Ocean? What land did he think he would find? What continent was unknown to him? To what countries did he apply for assistance?

2. Describe his voyage across the Atlantic, and his reception home.

3. Why had not other men made the voyage? In this story, what did the jealous men say? What experiment did Columbus ask them to do? Then what did he do and say? How was this an answer to what the men had said?

300. *Tell the meaning of each of these words:—*

strange	respect	experiment	welcomed
hailed	jealous	impossible	conceited

301. *Make an outline of the story.*

302. *Write the story from memory with the aid of your outline.*

THE GENDER OF NOUNS

303. Some nouns are the names of males: as, *man, boy, horse, prince and king*. They are in the **Masculine Gender**.

Some nouns are the names of females: as, *woman, girl, mare, princess and queen*. They are in the **Feminine Gender**.

Copy and learn these nouns that are in the masculine and the feminine gender.

MASCULINE	FEMININE	MASCULINE	FEMININE
José	Josefa	brother	sister
Señor	Señora	nephew	niece
master	mistress	husband	wife
he-goat	she-goat	monk	nun
manservant	maidservant	gentleman	lady

304. Some nouns are the names of things that are neither male nor female: as, *book, clock, city, country, dress and ball*. These nouns are in the **Neuter Gender**.

Write ten nouns that are in the neuter gender.

305. Some nouns are the names of both males and females: as, *parent, cousin, neighbor, person, teacher and friend*. These nouns are in the **Common Gender**.

Write sentences, using these words:—

- | | | |
|-----------|------------|-----------|
| 1. parent | 3. teacher | 5. friend |
| 2. child | 4. cousin | 6. person |

THE GENDER OF PRONOUNS

306. *Copy these nouns and pronouns:—*

SINGULAR NUMBER			PLURAL NUMBER		
Anda	Leona	bird	boys	girls	birds
he	she	it	they	they	they
his	her	its	their	their	their
him	hers		them	them	them

Which of these nouns are in the singular number? In what gender is *Anda*? *Leona*? *Bird*? What pronouns may be used instead of *Anda*? Instead of *Leona*? Instead of *bird*?

What pronouns are used instead of *boys*, *girls* and *birds*? In what genders are these nouns?

In what gender and number are the pronouns *he*, *his* and *him*? *She*, *her* and *hers*? *It* and *its*? *They*, *their* and *them*?

SINGULAR NUMBER	PLURAL NUMBER
<i>Masculine Gender</i> , he, his, him	} they, their, them
<i>Feminine Gender</i> , she, her, hers	
<i>Neuter Gender</i> , it, its	

The pronouns *I*, *my*, *me*, *we*, *our*, *us*, *you* and *your* may be used instead of nouns in either the masculine gender or the feminine gender.

Pronouns should be in the same number and gender as the nouns for which they are used.

307. *Read these sentences. Tell the pronouns. Tell for what noun each pronoun is used. Tell the gender and number of each pronoun:—*

1. Mosquitoes lay their eggs on the water. Have you ever seen their eggs? They are small and white. They float on the water.

2. The dragon fly also lays its eggs on the water. It catches and eats mosquitoes.

3. The fishermen are carrying their nets. They are going to the seashore. My father is going with them. I should like to go, too. Leon, will you go with me? We will take our small net. We will catch crabs for our supper.

4. The girls went to the market with their aunt. She lives at their home. She will buy new slippers for them.

COMPOSITION

308. *Copy these sentences, changing the gender of the subject. Make the changes necessary in the pronouns:—*

1. The king placed his crown in his hand.
2. The boy dropped his pen on his composition.
3. The farmer sold his land and his stock and tools.
4. Leona visited her aunt while she was in the city.
5. The women carried their umbrellas to church.

309. Biography. The story of a person's life, when it is written by another person, is called a **Biography**.

Read this biography:—

GEORGE WASHINGTON

George Washington was born in Virginia on February 22, 1732. His father, whose name was Augustine Washington, owned several large farms called plantations. The work on the plantations was done by negro slaves. George's mother was a kind, capable and beautiful woman,

and George was always a dutiful and affectionate son. When George was eleven years old, his father died.

George went to a small country school, where he learned reading, writing and arithmetic. He loved outdoor games. He could run faster, jump farther, ride better and throw a stone higher than any other boy in school. When the boys played war, he was the captain. He also loved to hunt, and often was several days alone in the woods with his dog and gun.

When Washington was sixteen, he went to the mountains of Virginia with some surveyors. For more than three years he was a surveyor. His work led him into danger, for many Indians lived in that country. He overcame many difficulties. His work was thoroughly and carefully done. He was now over six feet in height. He was as straight as an arrow. His muscles were hard and strong.

At this time France and England were at war. The French were building forts in the western part of Pennsylvania. The governor of Virginia sent Washington with a message to the French commander, telling him to remove the forts. With only one companion Washington traveled a thousand miles, climbed mountains, swam across rivers and finally delivered the message and returned to Virginia safely.

The French would not leave their forts. So Washington and General Braddock with a large army went to drive them away. The French and Indians hid in the forest. They surprised the army and killed the general and half of the men. Washington became commander and saved the remainder of the army.

Soon there was peace between France and England, and Washington went back to Virginia. He took charge of

his large plantations. He enjoyed being a farmer. Much tobacco, wheat and flour were sent from his plantations to England.

The people in the colonies were not well treated by England, and in 1775 the Revolutionary War began. Washington was made commander-in-chief. He took command of the army at Boston and soon drove the British out of that city. They next went to New York. After several hard battles, they went to Philadelphia. The French now agreed to aid the Americans. The British were afraid to stay in Philadelphia and went back to New York. They did not leave the city for three years. But the British General, Cornwallis, and all his army were captured in Virginia by Washington. This ended the war. The colonies became independent of England. Washington was called "The Savior of his Country."

Washington bade farewell to his army and went back to his farms in Virginia again. Soon afterward he was elected first President of the United States of America. New York was then the capital. As he rode through the cities and towns, the people showed their love for him. They built arches of flowers across the streets. The children threw flowers in his way and sang songs.

For eight years he was President. Then he went back to his home in Virginia for the last time. Here he died in 1799. He was loved by all the people. England and France honored him. In every civilized country the children are taught to respect and honor the name of George Washington. He was one of the greatest men in the history of the world.

Tell the meaning of these words, and use each in a sentence:—

- | | | | |
|-----------------|---------------|---------------|-------------|
| 1. plantation | 5. surveyor | 9. message | 13. treated |
| 2. dutiful | 6. respect | 10. finally | 14. savior |
| 3. affectionate | 7. thoroughly | 11. delivered | 15. honored |
| 4. capable | 8. overcame | 12. surprised | 16. elected |

310. *Copy the sentences above containing these words. Rewrite the sentences, stating the same thought in different words.*

311. *Tell the biography of George Washington, using this outline:—*

- I. **Birth.**—Date. Place. Father. Mother. Home.
- II. **Childhood.**—Studies at school. Love of games and hunting. Father's death.
- III. **A Surveyor.**—Age. Land to be surveyed. How long a surveyor. Why he was in danger. How his work was done. His height and strength.
- IV. **A Messenger.**—The French build forts in Pennsylvania. Washington sent as messenger.
- V. **A Farmer.**—Peace. Returns to Virginia.
- VI. **A General.**—Goes to fight the French. Army defeated. Saved by Washington.
- VII. **A Commander-in-Chief.**—Cause of the Revolutionary War. Washington chosen commander of all armies. Fought the British at Boston, New York and Philadelphia. Captures Cornwallis. War ends.
- VIII. **First President.**—Returns to Virginia. Made first President. Loved by the people.
- IX. **Last years.**—Served eight years. Returned to Virginia. Death. Honored and loved by all civilized peoples.

312. *Write the biography of George Washington from memory, using this outline.*

PERSONAL PRONOUNS

313. The pronouns *I, my, mine, me, we, our, ours* and *us* are used instead of the name or the names of the person or persons speaking. They are in the **First Person**.

The pronouns *you, your* and *yours* are used instead of the names of persons spoken to. They are in the **Second Person**.

The following pronouns are used instead of the names of persons and things spoken of. They are in the **Third Person** : *he, his, him ; she, her, hers ; it, its ; they, their, them*.

All of these pronouns are called **Personal Pronouns**. Their form shows whether they represent the person *speaking*, the person *spoken to* or the person *spoken of*.

Tell the person and the number of each pronoun in these sentences :—

1. Your hat is not like mine.
2. My father bought my hat for me.
3. We are studying and writing our lessons.
4. We shall give our papers to our teacher.
5. He read a story to us.
6. It was about a bird.
7. The bird had broken its wings.
8. Your cousin left his book in my house.
9. Gregoria was looking at it.
10. She showed it to her brother.
11. They sent it to their uncle's house.
12. I thought your pen was mine.

INTERROGATIVE PRONOUNS

314. The pronouns *who*, *whose*, *whom*, *which* and *what* are used to ask questions. They are called **Interrogative Pronouns**.

Who are you?	To whom does this belong?
Whose book is this?	Which book belongs to you?
What is your name?	What is this?

Copy these sentences. Write an interrogative pronoun in place of each blank:—

1. gave the knife to you?
2. is your father's name?
3. To did you sell the eggs?
4. From did you get the orange?
5. With did Leon go to school?
6. On slate did you write the lesson?
7. hat is on the floor?
8. Do you know pen this is?
9. To boy did you give the orange?
10. is your right hand?
11. will walk to market with me?
12. With do you wish to go?

COMPOSITION

315. Letter Writing. *Copy this letter of introduction:—*

SAN FERNANDO, UNION, P.I.
Nov. 13, 1906.

MR. JOSEPH WHITE,
SUPERINTENDENT OF SCHOOLS,
VIGAN ILOCOS SUR, P.I.

DEAR SIR:—

The bearer of this letter, Miss Leona Dison, has taught in the schools of this city during the past three years.

GIBBS' ELE. ENG. — 10

She has been very successful. She speaks and writes English well. We are sorry to lose her services.

She is moving to Vigan and wishes to secure a position in your schools. I shall greatly appreciate any favors that you may show her.

Yours very truly,

JOSÉ SAMSON,

PRESIDENT.

316. *Suppose that a friend of yours is going to Manila. Write a letter of introduction to Mr. Pablo Tecson, 24 Calle Real, who is a good friend of yours.*

317. *Write a letter to a friend, inviting him or her to attend the Rizal Day exercises in your school and town.*

318. *Write the letter of your friend, stating that he or she is unable to accept your invitation. Give the reasons.*

319. *Since your friend could not come, write a letter to him or her telling about Rizal Day. Tell—*

1. When it was. 2. What the celebration exercises were. 3. What you and your friends did. 5. How you enjoyed the day.

Tell the pronouns that you have used in your letter. Tell for what each pronoun is used.

ATTRIBUTE COMPLEMENTS

320. *Read these sentences. Analyze each sentence:—*

1. The water is warm.
2. José Rizal was a patriot.
3. Mr. Jones is my teacher.

What is the verb in each sentence? What is the complement in each sentence?

What does *warm* describe? Who was a *patriot*? Who is *teacher*? In these sentences, the words used as complements name or describe the subject. They are called **Attribute Complements**.

An Attribute Complement completes the predicate and names or describes the subject.

Attribute complements are used mostly after the verbs *am*, *is*, *are*, *was* and *were*.

321. *Tell the attributive complements in these sentences:—*

- | | |
|-----------------------------|----------------------------|
| 1. Pedro is my brother. | 4. The ground is wet. |
| 2. He is a little boy. | 5. The man is industrious. |
| 3. These oranges are sweet. | 6. This flower is yellow. |

322. *Copy these sentences. Write an attribute complement in place of each blank:—*

1. The woman was to me.
2. She is my
3. Her name is
4. My pencil is
5. The capital of the province is
6. The most important product is

COMPOSITION

323. *Write sentences, using these words as attribute complements:—*

- | | | | |
|-----------|-------------|-----------|-----------|
| 1. metal | 4. sour | 7. lazy | 10. food |
| 2. animal | 5. sweet | 8. kind | 11. chair |
| 3. insect | 6. Filipino | 9. gentle | 12. gas |

324. The verbs *feel, taste, smell, looks, seems, appears* and *sounds* also have attribute complements.

Analyze each of these sentences:—

- | | |
|----------------------------|-----------------------------|
| 1. I feel sick. | 5. He appears old. |
| 2. The orange tastes sour. | 6. The flower smells sweet. |
| 3. The jar sounds empty. | 7. The earth seems flat. |
| 4. Velvet feels smooth. | 8. Your letter looks neat. |

325. *Write sentences having compound attribute complements, using these subjects:—*

1. My five senses are
2. The parts of a flower are
3. The materials in a shoe are
4. The largest countries in Asia are
5. The five largest cities in the world are

326. A friend in America wishes to have made a *prau* and a *plow* exactly like those used in the Philippines.

(1) *Write for him a description of a small prau, with drawings and measurements. Describe—*

- I. The Hull. — Its length, depth, width and thickness of sides. Material of which made. How put together. Shape of ends, top and sides.
- II. The Sail. — Its size and shape. Material of which made. Arrangement of the ropes for holding and hoisting.
- III. The Masts. — Number. Position. Height.
- IV. The Outriggers. — Size and length. Material of which made. How attached to the hull.

(2) *Or write a description of a Filipino plow, with drawings and measurements. Describe—*

- I. The Beam. — Length, thickness and shape. Of what material made. How attached to the handle. How attached to the carabao.
- II. The Plow. — Its parts; their shape, size and materials. How attached to the beam.
- III. The Handle. — Length, size and shape. Material of which made. How attached to the beam and the plow.

OBJECT COMPLEMENTS

327. *Read these sentences:—*

1. I wrote the word.
2. The boy broke his kite.
3. The girl loves her teacher.

In the first sentence, *word* is the complement. It completes the statement by telling what I wrote. *Kite* completes the statement by telling what the boy broke. *Teacher* tells whom the girl loves.

These words complete the predicates and tell whom or what was acted upon. They are called **Object Complements**.

An *Object Complement* completes the predicate and tells who or what received the action.

328. *Read these sentences. Tell the object complements:—*

1. The monkeys climbed the trees.
2. The fisherman caught a turtle.
3. The Chinese make much silk cloth.
4. The old man carried a cane.

5. The horse pulled the carromata.
6. The Manguianes gather wax, honey and rattan.

329. *Copy these sentences. Write an object complement in place of each blank:—*

1. The carpenter built
2. Magellan discovered
3. The man called
4. The woman bought
5. Pampanga produces
6. He broke
7. They found
8. She ate
9. I did get
10. We carried

COMPOSITION

330. Some verbs may be used with or without object complements.

Analyze these sentences:—

1. The boys ran a race around the schoolhouse.
2. The boys ran around the schoolhouse.
3. I wrote a letter to my mother last night.
4. The justice of the peace wrote to the governor.

331. *Write sentences, using each of these verbs first with and then without an object complement:—*

- | | | | |
|---------------|----------|--------|----------|
| 1. will write | 3. run | 5. eat | 7. taste |
| 2. sing | 4. speak | 6. fly | 8. made |

332. Letter Writing. *Write a letter to Squires, Bingham & Co., Manila, P.I., ordering pens, penholders, pencils, paper and ink sufficient for your class for this year. Tell the amount and kind of each desired.*

Rules for Punctuation

333. Use a *period*—

1. After every declarative sentence.
2. After every imperative sentence.
3. After every abbreviation and initial.

334. Use a comma —

1. To separate words and phrases in a series, except where a conjunction is used.

Men, women and children pick coffee.

We rode through the city, over the bridge and along the river.

(Review Exercise 95.)

2. Before and after a word or phrase used in explanation.

The British general, Braddock, was killed.

Manila, the capital of the Philippines, is the largest city on the islands.

3. To separate the name of a person addressed from the remainder of the sentence.

Mother, I have finished my studies.

Come into the house, Sixto, and help me.

(Review Exercise 100.)

4. To separate the words of a quotation from the remainder of the sentence.

"Gentlemen," said Columbus, "what is easier than to make an egg stand on end?"

(Review Exercise 68.)

5. To separate words and numbers in dates and addresses.

July 20, 1909. Oyster Bay, New York.

(Review Exercises 159 and 172.)

335. An Interrogation Point, or question mark, should be placed after every interrogative sentence.

336. An Exclamation Mark should be placed after interjections and exclamatory sentences and phrases.

337. Use an *Apostrophe* —

1. To mark the omission of a letter; as, *can't, isn't*.
2. To form the plurals of letters and figures; as, *t's, 8's*.
3. To indicate the possessive form of nouns; as, *Jaime's, men's*.

338. Use a *Hyphen* —

1. To join the parts of compound words; as, *out-of-doors, to-day, sight-seeing*.
2. To indicate the division of words at the ends of lines.

339. *Quotation Marks* are used to inclose the exact words that another person has spoken or written.

340. Give a reason for the use of each mark of punctuation in these sentences:—

1. Lobsters, crabs, snails, oysters, clams and shrimp are called shellfish.
2. Pablo, of what use are shellfish?
3. Pablo said, "They are used for food."
4. Oysters are found at Guagua, Pampanga, P.I.
5. "The pearl oyster," said Clotilda, "is found in the shallow water about the Sulu Islands."
6. Who was born on February 22, 1732?
7. Dr. Nicolas lives at 120 Mercado St., Iloilo, Panay, P.I.
8. I will come to see you either to-night or to-morrow morning.
9. Oh, Frank! What a noise you are making!

341. Biography. Conversation. *Talk of the life of José Rizal. Tell—*

1. Where and when he was born, who his father and mother were and the conditions in his home.

2. What schools he attended in Manila. What his success was as a student. How he was rewarded. In what countries in Europe he also studied. What he studied in Spain, in Paris, in Berlin. What he did in Vienna.

3. What books he wrote. Why he wrote them. Why he was arrested on his return to Manila. Where he was sent. How long he remained there.

4. How he wished to aid the Spaniards in Cuba. Where he was arrested the second time. Of what he was accused. When and where he was executed.

342. *Write a biography of José Rizal.*

CASES OF NOUNS AND PRONOUNS

NOMINATIVE CASE

343. *Read these sentences. Analyze each sentence:—*

- | | |
|-------------------------|-------------------------|
| 1. My name is Fernando. | 6. That boy is he. |
| 2. I am a man. | 7. They are boys. |
| 3. You are my cousin. | 8. He and I are going. |
| 4. We are in school. | 9. He and she are here. |
| 5. That girl is she. | 10. It is I. |

What noun or pronoun is the subject of each sentence? What nouns and pronouns are used in these sentences as attribute complements?

A noun or a pronoun used as the subject of a sentence or as an attribute complement is in the *Nominative Case*.

344. *Analyze these sentences. Tell which of the nouns and pronouns are in the nominative case:—*

1. This lady is Mrs. Roco.
2. My uncle is a farmer.

3. Leon Torres is a doctor.
4. Bananas and oranges are fruits.
5. The boys are Anda and Juan.
6. They are he and she.
7. I am he.
8. You are she.
9. The boys are they.
10. It is you.
11. It is a red bird.
12. They are men and women.
13. Those persons are my father and my mother.
14. The largest animal in the world is the whale.

345. *Write sentences, using these words in the nominative case:—*

- | | | | |
|---------|--------|---------|---------|
| 1. man | 4. I | 7. dog | 10. he |
| 2. wind | 5. we | 8. it | 11. pen |
| 3. nut | 6. you | 9. they | 12. she |

POSSESSIVE CASE

346. *Copy these words:—*

- | | | |
|-----------------|--------------------|--------------------|
| 1. Juan's horse | 5. the bird's nest | 9. your book |
| 2. his horse | 6. its nest | 10. your fan |
| 3. Marta's doll | 7. boys' hats | 11. girls' dresses |
| 4. her doll | 8. their hats | 12. their dresses |

Which of the nouns among these words show possession? Which of the pronouns show possession? These nouns and pronouns are in the **Possessive Case**.

A noun or a pronoun that shows possession is in the Possessive Case.

Write sentences, using these nouns and pronouns:—

- | | | |
|--------|-----------|--------------|
| 1. his | 3. José's | 5. its |
| 2. her | 4. their | 6. carabao's |

347. *Read these sentences. Tell the possessive nouns and pronouns. Tell whether they are singular or plural:—*

1. The pupil's book is old. Its leaves are torn.
2. The pupils' books are new. Their covers are green.
3. The girl's fan is pretty. Her parasol is blue.
4. The men's hats were made of cloth. Their shoes were made of leather.
5. Your books are in your desk. Our pens are broken.
6. This pen is mine. That pen is yours.
7. These oranges are ours. Those oranges are theirs.
8. Pedro's slippers are red. Marta's slippers are blue.
9. These are his. Those are hers.

OBJECTIVE CASE

348. *Write these sentences on a diagram:—*

- | | |
|---------------------------|--------------------|
| 1. The man caught a deer. | 4. The man saw me. |
| 2. I wrote a letter. | 5. I saw him. |
| 3. Leon hit Anda. | 6. We saw them. |

What kind of complement has each of these sentences? Tell what word is used as object complement in each. These nouns and pronouns are in the Objective Case.

- | | |
|------------------------------|------------------------------|
| 7. He sat near me. | 10. We played with him. |
| 8. We will walk with you. | 11. The girls went with her. |
| 9. We rode in the carromata. | 12. The boys ran to them. |

What are the phrases in these sentences? What noun or pronoun is the object of each preposition? These nouns and pronouns are in the **Objective Case**.

A noun or a pronoun that is used as an object complement or as the object of a preposition is in the *Objective Case*.

349. *Copy and learn the following, which shows the cases, numbers and persons of the personal pronouns:—*

PRONOUNS OF THE FIRST PERSON

SINGULAR	PLURAL
<i>Nominative</i> , I	we
<i>Possessive</i> , my <i>or</i> mine	our <i>or</i> ours
<i>Objective</i> , me	us

PRONOUNS OF THE SECOND PERSON

<i>Nominative</i> , you	you
<i>Possessive</i> , your <i>or</i> yours	your <i>or</i> yours
<i>Objective</i> , you	you

PRONOUNS OF THE THIRD PERSON

	MASCULINE GENDER	FEMININE GENDER	NEUTER GENDER	MASCULINE, FEMININE AND NEUTER
<i>Nom.</i>	he	she	it	they
<i>Poss.</i>	his	her <i>or</i> hers	its	their <i>or</i> theirs
<i>Obj.</i>	him	her	it	them

350. *Tell the case of each noun and pronoun in these sentences:—*

1. Did you bring a letter for me?
2. My father sent it to you.
3. The boy ate his mango.
4. Then he wanted mine.
5. I gave it to him.
6. The boys will not forget us.

7. They are our friends.
8. We will write to them.
9. Sara invited me to go with her.
10. She knows your brother.
11. Your teacher expects you to come.
12. Give your book to him.
13. He is a friend of mine.
14. His hat is larger than yours.
15. Her fan is smaller than mine.
16. I am a friend of his.

351. *Copy these sentences. Write a pronoun in place of each blank. Tell the case of each pronoun:—*

1. is a friend of am cousin.
2. Give flowers to will pay
for
3. Will tell a story? must be
interesting.
4. house is larger than is made
of bamboo.
5. cannot find hat. That hat is not
6. aunt's fan is large. always carries
7. The boys are here. Invite to come into
house.
8. Boys, will come in and have dinner with?

352. The following pronouns are called **Compound Personal Pronouns** :—

myself	itself	yourself	yourselves
himself	herself	ourselves	themselves

They are used for emphasis :—

I myself will go.

Leon himself saved the child.

They are used after verbs and prepositions to refer to the subject : —

I cut myself.

I took it for myself.

Copy these sentences, writing a compound personal pronoun in place of each blank :—

1. I saw him.
2. He thinks very brilliant.
3. You should love your country better than
4. She will tell you
5. The boys broke their kites.
6. We like to play best by
7. Why are you talking to?
8. He loves better than any one else.

COMPOSITION

353. What personal pronouns may be used as attribute complements ?

Write sentences, using each of these pronouns.

354. What personal pronouns may be used as object complements ?

Write sentences, using each of these pronouns.

355. The pronoun *it* is often used without regard to the sex of its antecedent : —

Who is knocking? It is I. I am Pedro.

Who is there? It is I. I am Marta.

Who is it? It is Leona.

Who was it? It was the boys.

Who did it? It was she who did it.

Who found the book? It was he who found it.

What personal pronouns may be used after *is* and *was*?

As in the sentences above, write sentences introduced by it in answer to these questions:—

1. Who did it? *It was I who did it.*
2. Who took the book? *It was they who took it.*
3. Who saw Frank?
4. Who tore my paper?
5. Who discovered America?
6. Who is knocking?
7. Who is whispering?
8. Who founded Manila?
9. Who is president?
10. Who is playing?
11. Who is stamping?
12. Who was late?

356. The word *there* also is used to introduce sentences.

(Review Exercises 269 and 270.)

Change the following sentences, introducing each with there, and then with it:—

A boy is in the room. (Simple form.)

There is a boy in the room. (Draws attention to the boy.)

It is a boy that is in the room. (Emphasizes boy.)

1. A large flag is floating over the schoolhouse.
2. A large steamer is in the harbor.
3. Clotilde's scissors are on the floor.
4. A hornbill's nest is in the tree.
5. A child was playing in the water.
6. A broken jar is on the table.
7. The children were making flags.

357. *Write the possessive form of each of the personal pronouns.*

358. *Read these sentences:—*

- | | |
|----------------------|------------------------------|
| 1. That is my pen. | 5. Those are her flowers. |
| 2. That pen is mine. | 6. Those flowers are hers. |
| 3. This is his coat. | 7. These are their baskets. |
| 4. This coat is his. | 8. These baskets are theirs. |

What are the pronouns in these sentences? These pronouns show possession. The sentences in each group have the same meanings. We may say, *The hat is yours*, or *This is your hat*.

Write sentences, using these pronouns:—

- | | | | | |
|-------|--------|--------|---------|----------|
| 1. my | 2. his | 3. her | 4. your | 5. their |
|-------|--------|--------|---------|----------|

Rewrite the sentences, changing the pronouns to—

- | | | | | |
|---------|--------|---------|----------|-----------|
| 1. mine | 2. his | 3. hers | 4. yours | 5. theirs |
|---------|--------|---------|----------|-----------|

359. *Read these sentences:—*

- | | |
|---------------------------------------|-----------------------------------|
| 1. This pencil is <i>mine</i> . | 4. This pencil is <i>my own</i> . |
| 2. I <i>own</i> this pencil. | 5. This is <i>my</i> pencil. |
| 3. This pencil belongs to <i>me</i> . | |

Each of these sentences expresses the same thought of *my possessing a pencil*.

360. *Write each of these sentences so as to express possession in five different ways:—*

1. This is his horse.
2. These are Juana's dresses.
3. Those hats belong to the hatter.
4. Those chickens are José's.
5. These books are Rosa's own books.
6. Rosario's own fan was lost.
7. Ramon lost Silvia's purse.
8. The robbers killed one of their own men.

REVIEW

1. Write the singular and plural forms of the possessive of these nouns: baby, horse, child, bat, lady, mother, man, mouse, woman.

2. What pronouns are used only instead of nouns in the singular number? In the plural number? In both numbers? What pronouns would you use when speaking of two boys? When speaking of another person and yourself? When speaking to a person? When speaking of yourself?

3. What pronouns are used instead of males? Which are used instead of females? What pronouns may be used instead of the names of either males or females? What pronouns may you use instead of your mother's name? Instead of your father's name? Instead of the names of your father and mother together?

4. What pronouns are used in the first person? Which are in the second person? Which are in the third person?

5. What pronouns are called interrogative pronouns? Use each of these in a sentence. What pronouns may you use when speaking of yourself? When speaking of Leon and his father? When speaking to your teacher?

6. What is an attribute complement? Write sentences, having these words as attribute complements: boy, island, yellow, large, old.

7. What is an object complement? Write sentences, using these words as object complements: man, Leon, pencil, water, him, it, you, them.

8. When is a noun or a pronoun in the nominative case? What pronouns are always in this case? What pronouns are in the possessive case? Which are in the objective case?

WORD, PHRASE AND CLAUSE MODIFIERS

361. *Read these sentences :—*

1. An earnest man will find a way.
2. A man in earnest will find a way.
3. A man who is in earnest will find a way.

In the first sentence, what words modify *man*?
 What phrase modifies *man* in the second sentence?
 In the third sentence, what group of words modifies *man* by telling the kind of man?

This group of words — *who is in earnest* — contains a subject and a predicate. It is used as a modifier and is called a **Clause**.

Earnest is an adjective; *in earnest* is an adjective phrase and *who is in earnest* is an **Adjective Clause**.

4. The tree grew here.
5. The tree grew in this place.
6. The tree grew where we now stand.

Here is an adverb; *in this place* is an adverbial phrase and *where we now stand* is an **Adverbial Clause**.

In the third sentence, the clause is used as an adjective. In the sixth sentence, the clause is used as an adverb. A clause may be used also as a noun.

A Clause is a group of words that contains a subject and a predicate and is used as a part of a sentence.

7. This is the house that Juan built.
8. The man succeeded because he was industrious.
9. The man who wrote this poem is dead.
10. The storm came while we were at the market.

Tell the clause in each of these sentences. Is it used as an adjective or an adverb? What word does the clause modify? What is the important or principal part of the ninth sentence? *The man is dead.* Of the tenth sentence? *The storm came.* These are the Principal Parts or **Principal Clauses** of these sentences.

Tell the principal clauses in each of the other sentences above.

362. *Tell which of the following groups of words are phrases and which are clauses:—*

1. Before I left school
2. Before the schoolhouse
3. While the bell was ringing
4. If the bell rings
5. In the bell in the tower
6. Because the jar was broken
7. Who live in the mountains
8. After we came home
9. After the carromata
10. Into the broken jar
11. For breaking the jar
12. Because he broke the jar
13. When I first saw him
14. Among the islands

ADJECTIVE WORD, PHRASE AND CLAUSE MODIFIERS

363. *Write each of the following sentences on a diagram. Tell the adjective word, phrase and clause modifiers. Analyze each sentence:—*

1. We admire the boy who has manliness and courage.

DIAGRAM



ANALYSIS :— The subject of this sentence is *We*.

The whole predicate is *admire the boy who has manliness and courage*. The simple predicate is *admire*, which is completed by the object complement *boy*. *Boy* is modified by the adjective *the* and by the adjective clause *who has manliness and courage*.

2. Manila, which is the largest city in the Philippines, is situated on both sides of the Pasig River.

3. He who laughs at crooked men should walk very straight.

4. That tall, beautiful lady, who stands under the tree, is my mother.

5. The birthday of Dr. José Rizal, which we celebrate on June 19, is a holiday.

6. Father has a large clock that was made in Germany.

7. White ants and some other animals that always live in the dark have no eyes.

8. The Negritos, who now live only in the mountains, were once the ruling people in the Philippines.

9. The galleons, which sailed between Manila and Mexico, carried rich cargoes of silks and spices.

10. The small level areas into which the fields for rice are divided are called paddies.

11. The merchant wants a boy whom he can trust.

12. The little harbor of Mariveles, which is in the southern part of Bataan, was the scene of many important battles.

13. The boy to whom he gave the position was neat and careful.

14. Kalapitnan, who is the king of the bats, will surely punish all persons who are cruel to bats.

15. The picture of the Negrito boy was in the book that I gave you yesterday.

16. The cat ate the rat that ate the rice that was in the house that Juan built.

364. With what words do the adjective clauses in the above sentences begin?

The words *who*, *which*, *whose*, *whom* and *that* are used to begin adjective clauses. They are used both as pronouns and as conjunctions. They are called **Relative Pronouns**.

Write sentences, containing adjective clauses beginning with—

- | | | |
|----------|-------------|--------------|
| 1. who | 3. to which | 5. with whom |
| 2. which | 4. to whom | 6. that |

365. *Copy the following sentences, writing an adjective clause in place of each blank:—*

1. The cocoa palm is a very useful tree.
2. A banca cannot easily overturn.
3. The Gaddanes build houses in trees.
4. The man to is a beggar.
5. The sentences have been erased.
6. What is in the box ?
7. The pen with is broken.
8. That small boy is my brother.
9. We saw a deer
10. The teacher gave me a book in
11. The slate belongs to me.
12. The ship on was wrecked.

COMPOSITION

366. *Write a short composition, having the title **What I Would Like to Do**. Imagine that you may have all the money you wish and may go anywhere and do anything you like.*

Tell the person, number and gender of each pronoun that you have used.

Tell the adjective and the adverbial word and phrase modifiers.

367. Who, whose and whom are used when speaking of persons. *Who* is used in the nominative case, *whose* in the possessive case and *whom* in the objective case.

Copy these sentences, writing who, whose or whom in place of each blank:—

- | | |
|--|-----------------------------|
| 1. . . . are you? | 5. He lost hat? |
| 2. . . . hat is this? | 6. She spoke to? |
| 3. From is it? | 7. . . . is this? |
| 4. With is he? | 8. With do you sit? |
| 9. The boy fell into the river was drowned. | |
| 10. The girl to I gave the pencil is Juana. | |
| 11. . . . did you see? I don't know you saw. | |

368. *Write sentences, using each of these groups of words to ask a question:—*

To whom did you speak?

To which house shall I go?

For whose book shall I ask?

- | | | |
|--------------|-------------------|------------------|
| 1. to whom | 6. with which | 11. to whose |
| 2. for whom | 7. for which | 12. from whose |
| 3. with whom | 8. in which | 13. by whose |
| 4. by whom | 9. into which | 14. before whose |
| 5. from whom | 10. through which | 15. with whose |

369. *Write sentences, using each of the above groups of words to introduce an adjective clause:—*

The boy to whom I spoke is Pablo.

The house to which I went was Leon's.

370. *Study this story. Copy each of the sentences containing an adjective clause.*

“EUREKA!”

There was once a king of Syracuse. The country over which he ruled was quite small. For this reason he wanted the largest crown in the world. He called a famous goldsmith, who was skillful in making all kinds of fine work. He gave him ten pounds of pure gold.

He said, “Make this into a crown that will make all other kings envious. Put into it every grain of gold that I give you. Do not mix any other metal with it.”

“I receive ten pounds of pure gold from you,” replied the goldsmith. “Within ninety days I will return the finished crown, which shall be of exactly the same weight.”

Ninety days later the goldsmith brought the crown. All who saw it said, “It is the most beautiful crown in the world.” The king weighed it. It weighed exactly ten pounds.

A wise man whose name was Archimedes examined the crown very closely. “What do you think of it?” inquired the king.

“It does not have the same rich red color that the lump of gold had,” replied Archimedes. “It is now a brilliant yellow. The goldsmith may have taken out a couple of pounds of gold and added brass or silver.”

The king said, “Archimedes, is there any way of finding out whether the goldsmith has really cheated me?”

“I know of no way,” answered Archimedes.

For many days he tried to think of a way by which he could answer the king's question.

One morning he was preparing to take a bath. The tub was filled with water up to the edge. When he stepped into it, some water flowed out upon the floor.

"How much water flowed out when I got into the tub?" he asked himself. "The water which flowed out would fill a space equal to the size of my body. A man who is half my size would cause only half as much to flow out.

"Let me think. If I had put the king's crown into the water, it would have displaced a bulk of water equal to its own bulk. Gold is heavier than silver or brass. Ten pounds of pure gold will not be so large as ten pounds of brass or silver. If the crown is pure gold, it will displace the same amount of water as a lump of gold which weighs ten pounds. If the crown contains silver or brass, it will displace a larger amount of water than the lump of pure gold."

He leaped out of the bath, ran to the palace and shouted to the king, "Eureka! Eureka!" which means, "I have found it! I have found it!"

He found that the crown displaced more water than ten pounds of pure gold. So the goldsmith was proved guilty of cheating.

—Adapted from Baldwin's "Thirty More Famous Stories."

371. *Make an outline of this story.*

372. *Copy two quotations from the story.*

373. *Tell the story.*

374. *Write the story from memory.*

375. *Try Archimedes's experiment by using a balance, and two pieces of metal of the same weight; as, iron and*

brass, lead and steel or silver. Put each into a glass even full of water. Weigh the water that overruns in each case. Compare the weights.

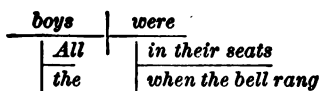
376. *Write a short composition, telling exactly what you did, what the result was in each case and what the experiment showed you.*

ADVERBIAL WORD, PHRASE AND CLAUSE MODIFIERS

377. *Write each of the following sentences on a diagram. Tell the adverbial word, phrase and clause modifiers. Analyze each sentence:—*

1. All the boys were in their seats when the bell rang.

DIAGRAM

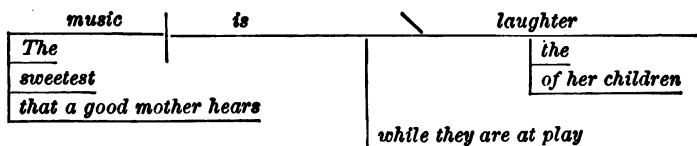


ANALYSIS:— Tell the whole subject and the whole predicate of this sentence.

The simple subject is *boys*, and the simple predicate is *were*. The subject is modified by the adjectives *the* and *All*. The predicate is modified by the adverbial phrase *in their seats* and by the adverbial clause *when the bell rang*.

2. The sweetest music that a good mother hears is the laughter of her children while they are at play.

DIAGRAM



ANALYSIS:— Tell the whole subject and the whole predicate of this sentence.

The simple subject of this sentence is *music*. It is modified by the adjectives *The* and *sweetest* and by the adjective clause *that a good mother hears*. The simple predicate is *is*. It is modified by the adverbial clause *while they are at play* and is completed by the attribute complement *laughter*. *Laughter* is modified by the adjective *the* and by the adjective phrase *of her children*.

3. The Visayan people painted and tattooed their bodies when Magellan came to the Philippines.

4. Abaca does not grow well in many places because the climate is too dry.

5. Ambrosio and Henry will come when they have finished their work.

6. An honest man speaks as he thinks.

7. The people who stood upon the shore saw the boat when it sailed away.

8. Our work should be done before we play.

9. After the sun has set, we may see the stars.

10. I learned my spelling lesson while I walked to school.

11. I helped my mother before I came to school.

12. The Filipinos could write when the Spanish came to these islands.

13. They wrote on leaves and bark because they could not make paper.

14. They built their houses of bamboo and leaves as they do to-day.

15. The people were often at war because each town had a separate government.

378. With what words do the adverbial clauses in the above sentences begin?

These words — *before, when, where, after, as . . . as, if, so . . . as, so . . . that, because, for, while* — are used to begin adverbial clauses.

Copy the following sentences, writing an adverbial clause in place of each blank:—

1. I saw a white parrot
2. It flew away
3. I do not like bats
4. We went to the mountains
5. We did not go far
6. We returned as soon
7. The hot season is in May and June
8. They cannot see the stars now
9. I did not learn my lesson

COMPOSITION

379. *Write sentences, using each of these words to introduce an adverbial clause denoting—*

Time : —

- | | | |
|-----------|----------|----------|
| 1. after | 3. since | 5. until |
| 2. before | 4. when | 6. while |

*A storm came **while** we were in the church.*

Place : —

- | | |
|----------|-------------|
| 7. where | 8. wherever |
|----------|-------------|

Manner : —

- | |
|-------|
| 9. as |
|-------|

Degree : —

- | | |
|----------|--------|
| 10. than | 11. as |
|----------|--------|

Cause or Purpose : —

- | | | |
|-------------|-------------|-------------------|
| 12. because | 13. so that | 14. in order that |
|-------------|-------------|-------------------|

Condition : —

- | | |
|--------|------------|
| 15. if | 16. unless |
|--------|------------|

380. Position of Adverbial Modifiers. When the verb has no object, the adverbial modifier usually follows the verb:—

*He walked rapidly to school **while** the bell was ringing.*

Use each of these verbs in a sentence and let it be modified by adverbial words, phrases or clauses:—

- | | | | |
|---------------|---------|----------|--------------|
| 1. am going | 3. come | 5. kneel | 7. will rise |
| 2. is running | 4. go | 6. let | 8. did shine |

381. When the verb has an object and consists of only one word, the adverb is placed before the verb or after the object:—

I often write letters. I bought them yesterday.
I usually speak English. She speaks English correctly.

Write sentences, using these verbs modified by adverbs:—

- | | | | |
|---------|---------|------------|-----------|
| 1. saw | 3. tore | 5. learned | 7. caught |
| 2. told | 4. made | 6. found | 8. drank |

382. When the verb has an object and consists of more than one word, the adverb is usually placed after the first word of the verb or after the object:—

I shall soon finish this composition.
That boy will learn his lessons to-night.

Write sentences, using these verbs modified by verbs:—

- | | | |
|-----------------|------------------|----------------|
| 1. have learned | 3. have gathered | 5. shall write |
| 2. did see | 4. has broken | 6. will tell |

383. The adverbial phrase or clause is often placed first in the sentence:—

In the forests, we heard many monkeys.
While we were in the forest, we lost our way.

When the adverbial phrase or clause is placed first in the sentence, it is usually separated from the principal clause by a comma.

Write five sentences containing adverbial phrases placed first in the sentence.

Write five sentences in which an adverbial clause is placed before the principal clause.

THE NOUN CLAUSE

384. *Read these sentences:—*

1. I know where your book is.
2. He said that he had been sick.
3. The man wished that he were rich.

What is the complement of *know*? What was said? What did the man *wish*? Do the words *where my book is* form a clause? What is the clause in the second sentence? In the third sentence?

These clauses are used like nouns. They are object complements. They are called **Noun Clauses**.

4. What he said is true.
5. That the earth is round is a fact.

In these sentences, the noun clauses are used as subjects.

385. *Tell the noun clauses in these sentences. Tell how each clause is used:—*

1. I heard what he said.
2. His wish was that he should become a doctor.
3. I think that geckos change the color of their skins.
4. We know that coal is the remains of plants.
5. That the moon causes the tides is true.
6. What he did was foolish.
7. Magellan proved that the earth is round.

8. Columbus said, "Who can make this egg stand on end?"
9. The old woman said, "God bless you."

COMPOSITION

386. *Read the following description of Borneo. Tell the kinds of clauses, and what each clause modifies.*

BORNEO

Borneo is a large island southwest of the Philippines. It is separated from the Visayan Islands by the Sulu Sea.

The island contains many high mountains, large rivers and extensive plains. It is nearly covered with forests and jungle.

In the rivers there are many crocodiles. Elephants, rhinoceroses, boars, deer, bears and monkeys live in the forests and on the plains. The largest monkey is called the orang-outang. It looks like a man who is covered with hair. It has long arms and short legs. It lives in the trees. It comes to the ground when it wishes food and water.

The people of Borneo belong to many different tribes or races. The island is divided between the English and the Dutch. There are many Chinese and Malays. Many tribes that live in the mountains are savages. They are called Dyaks.

In northern Borneo, the people cultivate rice, tobacco and sugar cane. Their houses are built like the houses in the Philippines. Sandakan, which is the capital of North Borneo, is on a large river. Many houses are built on posts over the water.

387. *Make an outline of this description of Borneo.*

388. Conversation. *Talk about Borneo, using the outline you have made. Find it on a map. Read the description of Borneo in your geography. Draw a map of it.*

389. *Write from memory a description of Borneo. Tell the kinds of clauses in your description.*

390. *Write a description of the island on which you live. • Tell about —*

1. Its position and size. 2. Its mountains, plains, rivers and valleys. 3. Its products. 4. Its people — the classes or tribes, their occupations, customs and condition. 5. Its cities.

Tell the adjective, adverbial and noun clauses that you have written.

COMPARISON OF ADJECTIVES

391. Read these sentences:—

1. Mindoro is a large island.
2. Mindanao is larger than Mindoro.
3. Luzón is the largest island in the Philippines.

In these sentences, what three islands are mentioned? What adjective is used in speaking of their size? How is the word *large* changed to show the differences or degree of size?

This change in the form of an adjective — as, *large*, *larger*, *largest* — is used to show differences or degrees of a quality. It is called **Comparison**.

There are three degrees of comparison. They are the **Positive Degree**, the **Comparative Degree** and the **Superlative Degree**.

392. The **Positive Degree** is the simple form of the adjective: *as, large, good, careless, rough and smooth.*

Adjectives in this simple form are used in stating that two persons, places or objects are alike in respect to some certain quality. In these comparisons the words *as . . . as* are used.

Copy these sentences. Tell the adjectives. Tell what persons or things are compared:—

1. The girl is as gentle as a dove.
2. I am as busy as a bee.
3. The boy is as good as gold.
4. The man is as slow as a carabao.
5. This knife is as sharp as a razor.
6. The water is as clear as glass.
7. Your hat is as light as a feather.
8. You look as solemn as an owl.
9. This stone feels as heavy as lead.
10. That man is as strong as a horse.

393. The **Comparative Degree** is used in comparing one person, place or thing with another person, place or thing. In these comparisons the word *than* is generally used.

Read these sentences:—

1. Luisa is older than Helena.
2. Sámar is larger than Leyte.
3. My ball is smaller than your ball.

What persons, places and peoples are compared in these sentences? What adjectives are used? What

word follows each adjective? With what letters does each adjective end?

Than is a conjunction. The clause that follows *than* is an adverbial clause. Only the subject of the clause is given. The complete sentences are:—

1. Luisa is older than Helena *is old*.
2. Sámar is larger than Leyte *is large*.
3. My ball is smaller than your ball *is small*.

Write sentences, using these words to compare persons or things:—

- | | | |
|-----------------|-----------------|-------------------|
| 1. older than | 5. softer than | 9. brighter than |
| 2. heavier than | 6. sweeter than | 10. harder than |
| 3. wider than | 7. higher than | 11. prettier than |
| 4. smaller than | 8. deeper than | 12. longer than |

394. *Copy these sentences. Write an adjective in the comparative degree in place of each blank:—*

1. The cocoa palm grows than the banana tree.
2. A carabao is than a pony.
3. My father is than my mother.
4. Luzón is than Mindanao.
5. Lead is than wood.
6. Feathers are than iron.
7. Steel is than iron.
8. This book is than that book.
9. Mayón volcano is than Taal volcano.
10. My knife is than yours.
11. A tadpole is than a frog.

395. The Superlative Degree is used when we compare one person or thing with two or more other persons or things.

Read these sentences:—

1. Luzón is the largest island in the Philippines.
2. Anda, Martin and Pablo are tall, but Martin is the tallest.
3. The Himalaya Mountains are the highest in the world.

What adjective is used to compare *Luzón* with all the other islands in the Philippines? To compare *Martin* with the other two boys? To compare the *Himalaya Mountains* with the other mountains of the world? With what letters do these adjectives end?

396. *Copy and learn these adjectives in the three degrees of comparison:—*

POSITIVE DEGREE	COMPARATIVE DEGREE	SUPERLATIVE DEGREE	POSITIVE DEGREE	COMPARATIVE DEGREE	SUPERLATIVE DEGREE
old	older	oldest	wide	wider	widest
young	younger	youngest	sweet	sweeter	sweetest
happy	happier	happiest	large	larger	largest
kind	kinder	kindest	small	smaller	smallest
thin	thinner	thinnest	proud	prouder	proudest
deep	deeper	deepest	tall	taller	tallest
short	shorter	shortest	sharp	sharper	sharpest
soft	softer	softest	smooth	smoother	smoothest

The *Comparative Degree* is formed by adding *er* to the Positive Degree.

The *Superlative Degree* is formed by adding *est* to the Positive Degree.

397. Some adjectives use the words *more* and *most* instead of *er* and *est* to form the comparative and superlative degrees.

Tell the degree of each adjective in these sentences:—

1. The whale is larger than the elephant.
2. The carabao is more useful than the pony.
3. Iron is the most useful metal.
4. Hemp is our most valuable export.
5. Lead is heavier than iron.
6. Steel is harder than silver.
7. The bamboo is a very useful plant.
8. Juan is the most industrious boy in school.
9. Chicos are good, oranges are better and mangoes are best of all.

398. Some adjectives have different words to show the degrees of comparison.

Use each of these words in a sentence:—

POSITIVE	COMPARATIVE	SUPERLATIVE
bad } ill }	worse	worst
far	{ farther or { further	{ farthest { furthest
fore	former	{ foremost { first
good } well }	better	best
hind	hinder	hindmost
late	{ later { latter	{ latest { last
little	less	least
many	more	most
much	more	most

POSITIVE	COMPARATIVE	SUPERLATIVE
near	nearer	{ nearest next
old	{ older elder	{ oldest eldest
top	—	topmost
up	upper	{ upmost uppermost

COMPOSITION

399. Write ten sentences comparing two persons or things, using *as . . . as*.

400. So . . . as are used when stating that persons or things are not alike.

Not or never is used with so.

My pencil is not so long as yours.

He never looked so old as you.

Write ten sentences stating that two persons or things are unlike.

401. Write ten sentences comparing these persons and things, using *than* :—

1. A fly a bee.
2. A toad a frog.
3. A turtle a lizard.
4. A deer a goat.
5. An orange a chico.
6. A slipper a shoe.
7. A carromata a cart.
8. Sugar cane corn.

Analyze each sentence that you have written.

402. *Read these sentences:—*

1. Rosario is taller than you.
2. Silvia is not so tall as I.
3. He is as tall as she.

In what case are the pronouns *you*, *I* and *she*?
When are pronouns in this case? Why are these pronouns in this case?

As in the above sentences, make comparisons, using the pronouns I, we, you, he, she, it and they with the conjunctions as . . . as, than and so . . . as.

403. *Write sentences stating how these things are alike and unlike, using than, as . . . as and so . . . as:—*

1. A kingfisher a heron.
2. A bat a bird.
3. A dragon fly a mosquito.
4. A horse a carabao.
5. A lizard a snake.
6. A lemon an orange.

404. *Write sentences, telling which of these things is the more useful, and give your reasons:—*

1. silver or iron
2. bamboo or rice

405. Conversation. Lizards. Tell—

1. What lizards you have seen. Their names. How they differ. How they are alike.

2. Their size and shape. Number of feet. Position and length of legs. How lizards can crawl on the ceiling. Their color.

3. The covering of the body. Compare with that of a snake. What food they eat. How the food is caught. Position and shape of tongue. Compare with frog.

4. The eggs — size, color, number, when laid and how long in hatching.

5. Use and harm of lizards.

406. *Make a list of the adjectives that you have used in describing Lizards.*

407. *Make an outline of a composition about Lizards.*

408. *Write a composition about Lizards. Tell the degree of each adjective that you have used.*

409. *Write a description of one of the following:—*

- | | | |
|--------------|-------------------|--------------|
| 1. A snail. | 4. The papaya. | 7. Frogs. |
| 2. Yourself. | 5. A grasshopper. | 8. A dove. |
| 3. Bamboo. | 6. A fish. | 9. A turtle. |

COMPARISON OF ADVERBS

410. Adverbs, like adjectives, also have degrees of comparison.

Some adverbs form the comparative and superlative degrees by adding *er* and *est* to the positive degree.

Copy these adverbs. Use each adverb in a sentence:—

POSITIVE DEGREE	COMPARATIVE DEGREE	SUPERLATIVE DEGREE
fast	faster	fastest
slow	slower	slowest
soon	sooner	soonest
early	earlier	earliest
late	later	latest

411. Adverbs ending in *ly* usually use the words *more* and *most*, or *less* and *least*, to form the comparative and superlative degrees.

Copy these adverbs:—

POSITIVE DEGREE	COMPARATIVE DEGREE	SUPERLATIVE DEGREE
wisely	more wisely	most wisely
kindly	more kindly	most kindly
rapidly	less rapidly	least rapidly
loudly	more loudly	most loudly

412. Some adverbs use different words to show the degrees of comparison : —

POSITIVE DEGREE	COMPARATIVE DEGREE	SUPERLATIVE DEGREE
badly } ill }	worse	worst
far	farther	farthest
forth	further	furthest
little	less	least
much	more	most
well	better	best

413. *Tell the degree of comparison of each adjective and adverb in these sentences :—*

1. The large carabao ran more rapidly than the small pony.
2. My older brother is taller than my father.
3. I went early to school. Henry arrived late. Maria came later than Henry. He could walk faster than she could. He arrived at the schoolhouse earlier than she did.
4. The three boys talk rapidly. The one who talks the slowest talks the loudest.
5. The air is warmest in May and coolest in December. The air is more moist in August than in March.

COMPOSITION

414. *Write sentences, using these adverbs with the conjunctions than, as . . . as, so . . . as:—*

- | | | | |
|-----------------|-----------|--------------|-------------|
| 1. rapidly | 4. loudly | 7. later | 10. quickly |
| 2. silently | 5. fast | 8. carefully | 11. often |
| 3. respectfully | 6. soon | 9. earlier | 12. wisely |

415. *Copy the introduction to the following story and then complete the story:—*

THE BIRDS, THE BEAST AND THE BAT

Once there was a great battle between the birds and the beasts of the forest. The bat was afraid to fight on either side. He thought that he would wait to see who won the battle.

The battle continued for many days. Then the bat thought that the beasts were going to win.

So he went to the beasts. He pretended to be their friend. He said, "I wish to fight on your side."

But the beasts looked at him and said:—

(See *Insular Third Reader*, page 106.)

Tell the adjective and the adverbial modifiers that you have used in writing the story.

416. *Copy from the story three sentences containing noun clauses.*

417. *Examine your composition carefully for errors in the use of capital letters, punctuation marks and spelling. Give a reason for each capital letter and mark of punctuation that you have used.*

418. *Telegrams should be very brief and easily understood.*

Copy these telegrams:—

1. Manila, Oct. 3, 1906, 2.45 P.M.

Anda Ochoa,

Malolos, Bulacan, P.I.

Coming next train. Will meet you at depot.

Pablo Guzman.

2.

Zamboanga, Mindanao,

July 25, 1906, 10 A.M.

Frank Clark,

Manila, P.I.

Send by next steamer five hundred pounds newspaper,
two tubes ink.

Felipe Singyen.

419. *Write two telegrams, based on the following:—*

1. Your mother becomes very ill. Your father is visiting in Manila. Telegraph him to come home.

2. You are a merchant. Telegraph to a trader in Manila to send you some cloth on the next train or steamer.

TENSE OF VERBS

420. *Read these sentences:—*

1. The boy writes now.

2. The boy wrote yesterday.

3. The boy will write to-morrow.

In the first sentence, *write* expresses action in the present time. It is in the **Present Tense**.

In the second sentence, *wrote* expresses action that is past, or in past time. It is in the **Past Tense**.

In the third sentence, *will write* expresses an action

that is to take place in some future time. It is in the **Future Tense**.

421. *Read these sentences. Tell the tense of each verb :—*

1. I see the bird. It is sitting in the tree.
2. Juan is reading his lesson. He wrote his composition. He will recite his arithmetic lesson soon.
3. To-morrow I shall go to my uncle's house. Many mangoes are growing near his home. I will bring you a large, sweet mango.
4. Yesterday we saw a blind man. We were going to the market. He was sitting on a mat. He was making a basket.
5. The fisherman sat in his banca. He was an old man. He was mending his nets. The nets were torn. They were made of hemp fiber.

422. *Write sentences, using these words to express action in the present time :—*

- | | | | |
|----------------|-----------|---------------|----------------|
| 1. am writing | 4. writes | 7. is running | 10. plays |
| 2. is walking | 5. see | 8. are going | 11. is singing |
| 3. are sitting | 6. tell | 9. am running | 12. sings |

423. *Write sentences, using these verbs to express action in past time, or the past tense :—*

- | | | | |
|--------------|-----------------|---------------|----------|
| 1. did get | 5. were getting | 9. was found | 13. saw |
| 2. heard | 6. was making | 10. did eat | 14. took |
| 3. learned | 7. were making | 11. were lost | 15. made |
| 4. did learn | 8. did make | 12. walked | 16. was |

424. *Write sentences, using these verbs to express action in the future tense :—*

- | | | |
|---------------|---------------|----------------|
| 1. shall go | 4. will tell | 7. shall learn |
| 2. shall get | 5. will carry | 8. will make |
| 3. shall walk | 6. will eat | 9. shall buy |

425. Read these sentences:—

1. I have walked a kilometer to-day.
2. I had walked a kilometer yesterday, before I met you.
3. Before to-morrow night I shall have walked two or three kilometers.

In these sentences, the verbs *have walked*, *had walked* and *shall have walked* all express completed actions.

Have walked expresses action as completed in the present time. It is in the **Present Perfect Tense**.

Had walked expresses action as completed in the past time. It is in the **Past Perfect Tense**.

Shall have walked expresses action as completed in some future time. It is in the **Future Perfect Tense**.

426. Copy these sentences, which are in the different tenses:—

Present. I run. I am running. I do run. Do I run?

Past. I ran. I was running. I did run. Did I run?

Future. I shall run. I shall be running. Shall I run?

Present perfect. I have run. I have been running. Have I run?

Past perfect. I had run. I had been running. Had I run?

Future perfect. I shall have run. I shall have been running.

Present. Juan writes. Does Juan write?

Past. Juan wrote. Did Juan write?

<i>Future.</i>	Juan will write. Will Juan write?
<i>Present perfect.</i>	Juan has written. Has Juan written?
<i>Past perfect.</i>	Juan had written. Had Juan written?
<i>Future perfect.</i>	Juan will have written. Will Juan have written?

427. *Tell the tenses of the verbs in these sentences:—*

1. Cocoa palms grow near my home.
2. Yesterday I climbed a palm. I got three nuts.
3. I have seen a cocoanut palm grove.
4. My father has made many tons of copra.
5. He will make much cocoa oil next year.
6. By January he will have made four hundred liters of oil.
7. I am helping him. We are now making tuba.
8. We made ten liters of tuba yesterday.
9. We have sold it to a Chinaman.
10. He has paid us for it.

428. *Copy and learn the following sentences:—*

- | | | |
|------------------|--------------|--------------|
| 1. She is not. | She isn't. | Isn't she? |
| 2. He was not. | He wasn't. | Wasn't he? |
| 3. It has not. | It hasn't. | Hasn't it? |
| 4. He does not. | He doesn't. | Doesn't he? |
| 5. You are not. | You aren't. | Aren't you? |
| 6. They are not. | They aren't. | Aren't they? |

COMPOSITION

429. *As in Exercise 426, write each of these sentences in both the declarative and the interrogative form in all the tenses:—*

- | | |
|--------------------|-----------------------|
| 1. Lucas loves me. | 3. He eats rice. |
| 2. I see you. | 4. They speak to him. |

430. Copy this paragraph:—

1. *Change the tense of each verb to the past tense.*
2. *Change the tense of each verb to the past perfect tense.*
3. *Read the paragraph, changing the verbs to the future tense.*

The indigo plant grows only a few feet high. The farmer plows the ground and sows the seed. When the flowers come, he cuts the plants and puts them into vats with water. He heats the water. The hot water takes the indigo out of the plants. It settles to the bottom of the vat. The farmer now dries the indigo and sells it.

431. Direct and Indirect Quotations. Read these sentences:—

1. Pedro said, "I am tired."
2. Maria said, "I have lost my needle."

What are the quotations in these sentences? They are called **Direct Quotations** because they give the exact words that were spoken.

3. Pedro said that he was tired.
4. Maria said that she had lost her needle.

Do these sentences express the same thoughts as the first two? Do they use the exact words that were spoken? What words were changed?

These sentences give the thoughts, but not the exact words that were spoken. They contain **Indirect Quotations**. The indirect quotation is usually a noun clause introduced by **that**.

In the third and fourth sentences, what word is used instead of *I*? Instead of *am*? Of *have*?

When a quotation is changed from the direct to the indirect form, a verb in the present tense is usually changed to the past tense.

In the indirect quotation, the comma and the quotation marks are omitted. It does not begin with a capital letter.

432. *Copy these sentences, changing the direct quotations to the indirect form:—*

1. My friend said, "I know my lesson."
2. Pilar said, "I do not want to go."
3. Mariano said, "I am hungry."
4. Mariano said, "I do not feel well to-day."
5. Lorenzo said, "I am sleepy."

433. *Copy these sentences, changing the indirect to direct quotations:—*

1. My brother said that he was going to the market.
2. Pablo said that he was studying.
3. Rita said that she had lost her umbrella.
4. Teresa said that she did not know her lesson.
5. Pedro said that he had torn his coat.

434. *Read these sentences:—*

1. Mother asked, "Have you seen my scissors?"
2. "Are you going to school?" inquired Maria.

With what mark does each of the direct quotations end?

3. Mother asked if I had seen her scissors.
4. Maria inquired whether you were going to school.

With what words do these indirect quotations begin?
They are indirect questions.

435. *Copy these sentences, changing the direct to indirect quotations:—*

1. My brother asked, "What have you in your hand?"
2. Rita asked, "Who is calling me?"
3. Francisco asked me, "Why are you running so fast?"
4. My father asked, "Do you know your lesson?"
5. My friend inquired, "When are you coming to see me?"

436. *Copy these sentences, changing the indirect to direct quotations:—*

1. My mother asked me if I had finished my sewing.
2. The teacher asked who was talking.
3. Adolfe asked if I could lend him my umbrella.
4. Eugenia asked me why I was crying.
5. Juan asked if I wanted to play baseball.

437. *Read these sentences:—*

1. My father said to me, "Come into the house."
2. The teacher said to the pupils, "Close your books."

Each of these direct quotations is a command. When we change quotations that are commands to the indirect form, we change the verb *said* to *told*, *requested*, *commanded*, *bade* or *forbade*.

3. My father told me to come to the house.
4. The teacher requested the pupils to close their books.

438. *Copy these sentences, changing the direct quotations to the indirect form:—*

1. The teacher said to me, "Go to your seat."
2. My mother said to Juan, "Open the door."
3. "Give me a fan," said Luisa to Julia.

4. "Shut the door quietly," said my uncle to me.
5. To the servant, my mother said, "Sweep the floor."

439. *Copy these sentences, changing the indirect to direct quotations:—*

1. The teacher told Macario to pick up the paper.
2. My mother requested me to go to the market and buy a fish.
3. Hermeto's father bade him shut the door.
4. The teacher commanded Paz to go home at once.
5. My aunt forbade the servant to make a fire.

440. *Copy the direct quotations in the story, **Hans the Shepherd Boy**, in Exercise 104, changing them to the indirect form.*

441. *Write a composition about **Making Jars**. Tell—*

1. Of what jars are made.
2. Where the clay is found.
3. How the clay is prepared.
4. How the clay is made into jars.
5. How the jars are baked.
6. The different kinds of jars and their uses.

Tell the tense of each verb that you have used.

PERSON AND NUMBER OF VERBS

442. *Read these sentences:—*

I walk.	We see.	They learn.
Juan walks.	He sees.	Marta learns.
Men work.	I am.	They were.
The man works.	He is.	It was.

In these sentences, what verbs end in s ?

What is the person and number of the subject of each of these verbs?

The verbs *is* and *has* are used only with subjects in the third person, singular number.

Verbs consisting of one word in the present tense, if they have subjects in the third person and singular number, end in *s*.

He sees, hears, feels. The girl sews, reads, tastes.

443. *Write sentences, using these verbs. Tell the person and number of each subject:—*

- | | | | | |
|----------|-----------|------------|---------------|------------|
| 1. comes | 3. speaks | 5. draws | 7. is writing | 9. studies |
| 2. goes | 4. walks | 6. does go | 8. has found | 10. swims |

444. *Copy and learn these sentences:—*

PRESENT TENSE

<i>First person.</i>	I walk.	We walk.
<i>Second person.</i>	You walk.	You walk.
<i>Third person.</i>	He, she or it walks.	They walk.

PAST TENSE

<i>First person.</i>	I walked.	We walked.
<i>Second person.</i>	You walked.	You walked.
<i>Third person.</i>	He, she or it walked.	They walked.

FUTURE TENSE

<i>First person.</i>	I shall walk.	We shall walk.
<i>Second person.</i>	You will walk.	You will walk.
<i>Third person.</i>	He, she or it will walk.	They will walk.

PRESENT PERFECT TENSE

<i>First person.</i>	I have walked.	We have walked.
<i>Second person.</i>	You have walked.	You have walked.
<i>Third person.</i>	He, she or it has walked.	They have walked.

PAST PERFECT TENSE

<i>First person.</i>	I had walked.	We had walked.
<i>Second person.</i>	You had walked.	You had walked.
<i>Third person.</i>	He, she or it had walked.	They had walked.

FUTURE PERFECT TENSE

<i>First person.</i>	I shall have walked.	We shall have walked.
<i>Second person.</i>	You will have walked.	You will have walked.
<i>Third person.</i>	He, she or it will have walked.	They will have walked.

NOTE TO THE TEACHER. — Substitute other verbs for the verb *walk* in the above exercise, until the various forms are learned thoroughly.

445. Copy and learn the following forms of the verb *be* in all the tenses:—

PRESENT TENSE

(Person)

1. I am
2. You are
3. He, she or it is

(Person)

1. We are
2. You are
3. They are

PAST TENSE

1. I was
2. You were
3. He, she or it was

1. We were
2. You were
3. They were

FUTURE TENSE

1. I shall be
2. You will be
3. He, she or it will be

1. We shall be
2. You will be
3. They will be

PRESENT PERFECT TENSE

1. I have been
2. You have been
3. He, she or it has been

1. We have been
2. You have been
3. They have been

PAST PERFECT TENSE

- | | |
|-----------------------------------|--------------------------|
| 1. I had been | 1. We had been |
| 2. You had been | 2. You had been |
| 3. He, she or it had been | 3. They had been |

FUTURE PERFECT TENSE

- | | |
|--|--------------------------------|
| 1. I shall have been | 1. We shall have been |
| 2. You shall have been | 2. You will have been |
| 3. He, she or it will have
been | 3. They will have been |

COMPOSITION

446. Write the form of the verb to be in Exercise 445, using in place of each blank the adjective *happy*.

447. Rewrite the sentences you have just written in Exercise 446, changing them to the interrogative form:—

Am I happy? Are you happy?

448. The form of the verb ending in *ing*, where used with the verb *be*, is called the **Progressive Form** of the verb:—

I am writing.

They will be looking.

You are reading.

They have been singing.

Use the word *writing* in place of the blanks after the verbs in Exercise 445, making complete sentences:—

I am writing a letter.

You are writing a composition.

449. Change the sentences you have written in Exercise 448 to the interrogative form:—

Am I writing a letter?

Are you writing a composition?

450. Use the word *going* in place of each blank in Exercise 445, using the adverb *not* to make negative sentences:—

I am not going to school.

You are not going to the city.

451. Change the sentences you have written in Exercise 450 to the interrogative form:—

Am I not going to school?

Are you not going to the city?

REGULAR AND IRREGULAR VERBS

452. Copy the following verbs. Use each verb in a sentence:—

PRESENT TENSE

play

love

cry

talk

learn

PAST TENSE

played

loved

cried

talked

learned

PERFECT TENSES

have played

had loved

have cried

have talked

had learned

The forms of the verb used in the present tense, the past tense and the perfect tenses are called the **Principal Parts**.

With what letters do these verbs end in the past tense and the perfect tenses? They are **Regular Verbs**.

Regular Verbs form their past tense and perfect tenses by adding *d* or *ed* to the form in the present tense.

Verbs that do not end in *ed* in the past and the perfect tenses are called *Irregular Verbs*: *go, went, gone; see, saw, seen*.

453. *Copy and learn the tense forms of the following irregular verbs. Use each in a sentence :—*

PRESENT TENSE	PAST TENSE	PRES. PERFECT TENSE	PRESENT TENSE	PAST TENSE	PRES. PERFECT TENSE
am	was	have been	hide	hid	have hidden
begin	began	have begun	hold	held	have held
bite	bit	have bitten	keep	kept	have kept
blow	blew	have blown	know	knew	have known
catch	caught	have caught	lead	led	have led
come	came	have come	leave	left	have left
draw	drew	have drawn	meet	met	have met
drink	drank	have drunk	read	read	have read
fall	fell	have fallen	rise	rose	have risen
feel	felt	have felt	lay	laid	have laid
fly	flew	have flown	lie	lay	have lain
get	got	have got	sit	sat	have sat
give	gave	have given	set	set	have set
grind	ground	have ground	speak	spoke	have spoken
grow	grew	have grown	steal	stole	have stolen

COMPOSITION

454. *Write each of these sentences in each of the tenses :—*

1. I often ride a horse.
2. Do you buy jars ?
3. Does the farmer plant rice ?
4. He gives away fans.

INFINITIVES

455. *Read these sentences :—*

1. I wish to go home.
2. To tell a lie is wrong.
3. His work was to carry water.

What do *I wish*? *To go home* is a phrase containing the verb *go*. It is called an **Infinitive Phrase**.

What is *wrong*? *To tell a lie* is an infinitive phrase used as the subject. What is the infinitive phrase in the third sentence?

To go, to tell and *to carry* are forms of verbs called **Infinitives**.

456. *Write sentences, using these infinitive phrases:—*

- | | |
|---------------------|-----------------------|
| 1. to learn English | 7. to buy a fan |
| 2. to go to America | 8. to sell these eggs |
| 3. to catch fish | 9. to find my hat |
| 4. to play ball | 10. to ride in a cart |
| 5. to see your book | 11. to fly my kite |
| 6. to eat mangoes | 12. to draw a bird |

PARTICIPLES

457. *Read these sentences:—*

1. That picture hanging on the wall is mine.
2. The red pencil lying on the floor is broken.
3. We saw many women carrying baskets on their heads.
4. We paid the carpenter for making the table.
5. I thank you for helping me.

In these sentences, what picture and what pencil are spoken of? The words *hanging*, *lying*, *carrying*, *making* and *helping* are forms of verbs called **Participles**. The words *hanging on the wall*, *lying on the floor*, *carrying baskets*, etc., *for making the table* and *for helping me*, are called **Participial Phrases**.

458. *Tell the participial phrases in these sentences. Tell what each phrase modifies:—*

1. Those boys playing in the road are my cousins.
2. That old man smoking a cigar is a fisherman.
3. We saw three carabaos swimming in the water.
4. The man was punished for stealing a horse.
5. The boy was praised for learning his lesson well.

459. *Write sentences, using these participial phrases:—*

1. riding on the horse
2. sitting on the roof of the house
3. by falling into the water
4. for building the house
5. by working hard every day

COMPOSITION

460. Letter of Application. *Copy this letter of application:—*

ZAMBOANGA, MINDANAO, P.I.,
July 13, 1910.

MR. SIMÓN ROCO,
BOHOL, .
BOHOL, P.I.

DEAR SIR:—

The Superintendent of Schools of this city has informed me that you want a clerk. I wish to apply for the position.

I am sixteen years of age. I have completed the work in the primary schools of this city and the first year of the intermediate school. I also read, write and speak Spanish.

I inclose letters of recommendation from my superintendent and teachers. Mr. Frank Gonzales, the secretary of this city, also will write to you about me.

Yours respectfully,

RICARDO SANTOS.

461. *Copy the following advertisement. Write an application for the position:—*

1. **WANTED:** Boy to work in a doctor's office and to carry messages. Answer in writing, giving age and references. Box 12, Manila Post Office.

SIMPLE, COMPLEX AND COMPOUND SENTENCES

462. *Read these sentences:—*

1. The kingfisher is a pretty bird.
2. Owls and hawks do not sing.
3. Boys and girls read and study history and geography.

What is the subject and the predicate of each of these sentences? In which sentence is the subject compound? Which sentence has a compound predicate? These sentences have only one clause. They are called **Simple Sentences**.

A Simple Sentence is a sentence that contains only one clause.

463. *Write five simple sentences about—*

- | | | |
|-----------|---------------|-----------|
| 1. coffee | 2. sugar cane | 3. rattan |
|-----------|---------------|-----------|

464. *Read these sentences. Analyze each sentence:—*

1. We saw many Negritos when we lived on the mountains.
2. The Negritos that we saw lived in small houses.
3. The Negritos think that the earth is flat.

In the first sentence, *We saw many Negritos* is the principal clause, and *when we lived on the mountains* is a modifying or a subordinate clause.

In the second sentence, what is the modifying or subordinate clause? What kind of clause is it? What words form the principal clause?

In the third sentence, what words form the noun clause? The noun clause is the subordinate clause. It is the object complement of the principal clause.

These sentences have two clauses, a principal clause and a subordinate clause. They are called **Complex Sentences**. The subordinate clauses are noun clauses, adjective clauses or adverbial clauses.

(Review Exercises 363, 377, 384.)

A Complex Sentence is a sentence that contains a principal clause and a subordinate clause.

465. *Diagram and analyze these complex sentences. Tell the principal clause and the subordinate clause in each sentence. Tell the kind of each subordinate clause:—*

1. This is the knife that I found yesterday.
2. Magellan, who discovered the Philippine Islands, was killed on Mactan Island.
3. Do not talk while another person is reading.
4. I did not come to school because I was sick.
5. I did not know that toads eat grasshoppers.
6. I followed the path which led to the forest.
7. The man to whom you spoke is my father.
8. The boy whose hat was lost is your nephew.
9. He lost his hat while he was fishing.

10. I do not know where he lives.
11. When the southwest winds blow, we have rain.

466. *Write complex sentences:—*

1. Five sentences, each containing an adjective clause.
2. Five sentences, each containing an adverbial clause.
3. Five sentences, each containing a noun clause.

467. *Read these sentences:—*

1. The man was tall and the woman was short.
2. The clouds were dark, the wind blew and much rain fell.
3. Juan likes to study history, but he does not like to study arithmetic.

Each of these sentences has two or more clauses. Each clause is a sentence by itself. They are principal clauses. These sentences are called **Compound Sentences**.

A Compound Sentence is a sentence that has two or more principal clauses.

468. *Tell the clauses in these compound sentences. Analyze each sentence:—*

1. The boy came to school, but he left his books at home.
2. The whale is the largest animal in the sea, and the elephant is the largest animal on the land.
3. I went to the forests last year, but I have not been there since then.
4. Geography tells us about countries and peoples as they are to-day, and history tells us how people lived and what they did many years ago.

COMPOSITION

469. Conversation. *Tell of the life of Fernando Magellan :—*

- I. Birth. When, in what country and in what city was he born?
- II. Service in the East Indies. To whom the East Indies belonged. How the Portuguese went there from Europe. Why? Why Magellan did not like the work there. To what country he went.
- III. His plan to reach the Moluccas by sailing west from Spain. Accepted by King Charles V.
- IV. The voyage. Sailed, September 20, 1519, with five ships and 265 men. Reached the coast of South America. The mutiny of the captains. Passed through the Strait of Magellan. Reached the Pacific Ocean, November 28, 1520. Sailed across the Pacific. Stopped at the Ladrone Islands. Reached the Philippines, March 16, 1521. Stopped at Lima-saua. Then at Cebú, April 7, 1521.
- V. His death. The blood compact. The people become Christian. His death on the island of Mac-tan. The value of his voyage.

470. *Write a biography of Fernando Magellan.*

471. *Tell the simple, complex and compound sentences that you have used in this biography.*

472. *Tell the kind, person, number and tense of ten verbs that you have used.*

473. *Give the comparative and the superlative degrees of ten adjectives and of the adverbs that you have used.*

474. *Write the possessive singular and the possessive plural of ten nouns that you have used.*

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